

THE SCHOOL JOURNAL

NEW YORK AND CHICAGO.

VOLUME LXI., No. 6.
\$1.00 A YEAR, 6 CENTS A COPY.

AUGUST 25, 1900.

61 E. 9th St., New York.
267 Wabash Av., Chicago, Ill.

New Text-Books

Hornbrook's Grammar School Arithmetic	-\$0.65
Harvey's Language Lessons	-.35
New School Grammar	-.60
Shaw's People of Other Lands	-.30
Discoverers and Explorers	-.35
Krout's Alice's Visit to the Hawaiian Islands	-.45
Markwick and Smith's The True Citizen	-.60

Steele's Popular Astronomy (Revised)	-\$1.00
Southwick's Steps to Oratory	1.00
Hoadley's Brief Course in General Physics	1.20
Macy and Norris's Physiology for High Schools	1.10
Hewes's Anatomy, Physiology, and Hygiene for High Schools	1.00
Schanz's Der Assistent	-.35
Prehn's Journalistic German	-.50

*Copies sent, postpaid, on receipt of price.
Special terms on introduction . . .*

AMERICAN BOOK COMPANY

NEW YORK CINCINNATI CHICAGO BOSTON

New Volume in Longmans' English Classics

SHAKSPERE'S JULIUS CÆSAR. Edited, with introduction and notes, by GEORGE C. D. ODELL, Ph.D., Tutor in Rhetoric and English Composition in Columbia University. With Portrait. Cloth, 50 cents; Boards, 40 cents.

Books Prescribed for the 1901 Examinations

FOR STUDY AND PRACTICE

BURKE'S SPEECH ON CONCILIATION WITH AMERICA Edited, with Introduction and notes, by ALBERT S. COOK, Ph.D., L.H.D., Professor of the English Language and Literature in Yale University. With portrait of Burke. Cloth, 50 cents; Boards, 35 cents.

MACAULAY'S ESSAYS ON MILTON AND ADDISON. Edited, with Introduction and Notes, by JAMES GREENLEAF CROSWELL, A.B., Head Master of the Brearley School, New York. With Portrait. Cloth, 50 cents; Boards, 50 cents.

SHAKSPERE'S MACBETH. Edited, with Introduction and Notes, by JOHN MATTHEWS MANLY, Ph.D., Professor of English in the University of Chicago. With Portrait. Cloth, 50 cents; Boards, 40 cents.

MILTON'S LYCIDAS, CORUS, L'ALLEGRO, AND IL PENSEROSO. Edited with Introductions and Notes, by WILLIAM P. TRENT, A.M., Professor of English in Barnard College. With Portrait of Milton. Cloth, 60 cents; Boards, 50 cents.

The prices named in this list are retail. Special terms for class introduction, and discounts for regular supplies will be furnished to any teacher upon request.

LONGMANS, GREEN, & CO.,

91 and 93 Fifth Avenue, New York.

A FEW OF OUR NOTABLE NEW BOOKS.

AN ENGLISH GRAMMAR. FOR THE USE OF SCHOOLS

By JAMES M. MILNE, Ph.D. 184 pp. Intro. price, 75 cents.

A practical development of the essentials of grammar by the inductive method; illustrated by choice selections from our best authors.

ELEMENTS OF ETHICS

By NOAH K. DAVIS, Ph.D., LL.D., Professor of Moral Philosophy in the University of Virginia. 303 pp. Intro. price, \$1.60.

A well-rounded scheme of philosophy, logically developed from first principles, with numerous practical applications. For high schools and colleges.

ELEMENTARY ETHICS

By NOAH K. DAVIS. 190 pp. Intro. price, \$1.20.

An abridged edition of the "Elements of Ethics" for high and preparatory schools, containing all the text, without notes.

AMERICAN INVENTIONS and INVENTORS

By W. A. MOWAT, Ph.D., and A. M. MOWAT. 291 pp. 91 illustrations. Intro. price, 65 cents.

A graphic revelation of the wonderful improvements related to heat, light, food, clothing, travel, and letters.

THE NEW COMPLETE ARITHMETIC

By DAVID M. SENSENIG, M.S., and ROBERT F. ANDERSON, A.M., Instructors in Mathematics, State Normal School, West Chester, Pa. 437 pp. Intro. price, 90 cents.

A complete treatise for high and normal schools and academies, containing, besides the usual features, a broad treatment of business papers, insurance, mensuration, etc.

FIRST STEPS IN ARITHMETIC

By ELLA M. PIERCE, Supervisor of Primary Schools, Providence, R. I. 120 pp. Intro. price, 35 cents.

A delightful first book for beginners, treating numbers up to twenty.

THE ELEMENTS OF ARITHMETIC

By ELLA M. PIERCE. For the Third Grade. 149 pp. Intro. price, 35 cents.

Covers all the fundamental facts and processes through numbers to one hundred.

IN PRESS

AN ELEMENTARY EXPERIMENTAL CHEMISTRY. By JOHN B. ECKLEY.

MASTERS OF OUR LITERATURE. By BEATRICE H. SLAUGHT.

SILVER, BURDETT & COMPANY, Publishers.

BOSTON.

29-33 East 19th Street, NEW YORK.

CHICAGO.

INSURE IN THE TRAVELERS,

OF HARTFORD, CONN.

*Life, Endowment, Accident, and
Employer's Liability Insurance*

of all forms.

HEALTH POLICIES—Indemnity for Disability Caused by 'Sickness.**LIABILITY INSURANCE**—Manufacturers and Mechanics, Contract
ors, and Owners of Buildings, Horses, and Vehicles, can all be protected
by policies in **The Travelers Insurance Company**.**ASSETS,** - - - - - **\$29,046,737.45****LIABILITIES,** 24,926,280.61 | **EXCESS,** (3 1-2 per cent. basis), 4,120,456.84**GAINS:** 6 Months, Jan. to July, 1900.In Assets, - - - - - **\$1,225,280.89**Increase in Reserves (both Departments), - - - - - **1,128,534.12**Premiums, Interest, and Rents, 6 Months, - - - - - **4,055,985.62****J. G. BATTERSON, President.**S. C. DUNHAM, Vice-President
JOHN E. MORRIS, Secretary.H. J. MESSENGER, Actuary.
E. V. PRESTON, Supt. of Agencies.For School Crayons of all kinds we have THE BEST.
We are now offering something new—

The Perfection School Crayon

These crayons are put up either for paper or blackboard use. The inserted cut represents how the package looks. They are of the very best quality made, satisfaction guaranteed. This crayon, for writing purposes, is especially adapted for the primary school and the Vertical Hand Writing System. Our Wax Crayons are put up in gross boxes, assorted or solid colors. Write for samples to the.

STANDARD CRAYON CO.,

509-517 Eastern Avenue, LYNN, MASS.

TRANSLATIONS

INTERLINEAR.

HAMILTON, LOCKE and CLARK'S

Good type—Well Printed—Fine Paper—Half-Leather Binding—Cloth Sides—Price Reduced to \$1.50, postpaid. Send for sample pages.

Catalogue Free—
Send for one.

LITERAL.

THE BEST TRANSLATIONS

New Copyright Introductions—New Type—Good Paper—Well Bound—Convenient for the Pocket—Price, postpaid, 50 cents each.

David McKay, Publisher, 1022 Market St., Philadelphia.

Educational Foundations

for 1899-1900 will provide courses of Reading for Teachers' Reading Circles, Educational Clubs, Teachers' Meetings and for individual study. Its field will be broadened and it will provide courses in

PEDAGOGY**GENERAL CULTURE**

For the last year in the century the course will cover

19TH CENTURY PEDAGOGY**19TH CENTURY HISTORY****19TH CENTURY LITERATURE**

Those two great books, Hughes' "Mistakes in Teaching," and Hughes' "How to Keep Order," will be published complete in one number. For terms and samples, address

E. L. KELLOGG & CO., 61 East Ninth Street, New York.

A pointed criticism, if necessary, should be made with the two points of an



Esterbrook Pen



The point of this is that these pens are perfect in finish and in every respect.

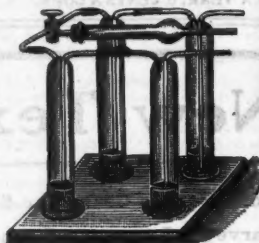
All Styles.
All Stationers.**THE ESTERBROOK STEEL PEN CO.,** 26 John St., New York.
Works: Camden, N. J.

BULLOCK & CRENSHAW

528 Arch Street, Philadelphia.

CHEMICAL APPARATUS AND CHEMICALS

Sole Agents for Dreverhoff's Saxon Filter Papers

Complete
Laboratory
Outfits.

Full Catalogues furnished on receipt of 10 cents.

ESTABLISHED 1851.

EIMER & AMEND,

205-211 Third Ave.,
NEW YORK.

Everything necessary for the Chemical and Physical Laboratory will be furnished of best quality at reasonable prices. Glass and Metal Apparatus, special, made to order, according to drawings.

Glass blowing and engraving done on premises.

For School Supplies

in the line of

Artists and Drawing Materials

apply to

F. WEBER & CO., Man'rs,

1125 Chestnut Street, PHILADELPHIA, PA.

TO PUBLISHERS AND DEALERS IN SCHOOL SUPPLIES:

A fire having destroyed all the property of the Department of Education of Porto Rico, publishers and dealers in School Supplies are requested to send samples of such books and material as they think will be of value in the Island.

GEO. G. GROFF,

Acting Commissioner of Education in Porto Rico.

IMPORTANT.

TEACHERS, TAKE NOTICE.

All the applications on file with the Department of Education in Porto Rico for positions in the schools of this Island were destroyed by fire on the morning of July 1. A few teachers with a fluent command of the Spanish language are desired. Such as have been in communication with this Department are requested to make new applications. **GEO. G. GROFF,**

Acting Commissioner of Education.

TEACHERS' AGENCIES.

Boards of Education and Superintendents

Wishing teachers, will find it of advantage to consult the

TEACHERS' CO-OPERATIVE ASSOCIATION,

Established 17 years. 129 Auditorium Building, Chicago. Positions Filled, 4,000.

THE FISK TEACHERS' AGENCIES

SEND TO ANY OF THESE ADDRESSES FOR AGENCY MANUAL, FREE.

4 Ashburton Pl., Boston, Mass. 378 Wabash Av., Chicago, Ill. 156 Fifth Av., New York City, N. Y.
25 King St. West, Toronto, Can. 730 Cooper Bldg., Denver, Colo. 430 Garrott Bldg., San Francisco, Cal.
1805 Pa. Ave., Washington, D. C. 414 Century Bldg., Minneapolis. 525 Stimson Bldg., Los Angeles, Cal.**ALBANY TEACHERS' AGENCY,**

HARLAN P. FRENCH, Manager.

81 Chapel St., Albany, N. Y.

**THE ALBERT
TEACHERS'
AGENCY.**

Established fourteen years. Largest and best known Agency in the West. Vacancies for September in Colleges, Normal Schools, Academies, High Schools, Public Schools, etc. Prompt service guaranteed. Manual of 80 pages free. C. J. ALBERT, Manager.

**CENTRAL
MUSIC
HALL,
CHICAGO.****Schermerhorn****TEACHERS' AGENCY**Oldest and best known in U. S. Est. 1855
P. V. HUYSSOON }
JOHN C. ROCKWELL } Managers.

3 E. 14th St., New York

SUDDEN VACANCIES.

ARE READILY SUPPLIED BY

Writing or Telegraphing Kellogg's Bureau.

ESTABLISHED TEN YEARS.
Telephone No. 2492-18th St.

H. S. KELLOGG, Manager, 61 East Ninth St., New York.

When in New York you are invited to call.

KINDERGARTEN and SCHOOL SUPPLIES.

SEND FOR CATALOGUE.

J. W. SCHERMERHORN & CO.,
3 East 14th Street,
New York.**Five-Cent - Nature - Readers.**

WE have begun the publication of a series of books for Supplementary Reading on Nature subjects at 5 cents per copy or 60 cents a dozen. Each contains about thirty-two pages nicely illustrated and charmingly written. They will make delightful reading and can be supplied to a class for a very small sum. Nine numbers are now ready—all for the second and third grades—as follows:

No. 1.—PUSSY WILLOW AND WAKE-ROBIN.

No. 2.—THE SPRING BEAUTY AND THE ANEMONE.

No. 3.—THE SQUIRREL AND HIS HOME.

No. 4.—BITTERCRESS AND ROSES.

No. 5.—THE STORY OF A BEEHIVE.

No. 6.—THE GOLDEN-ROD AND ASTER.

No. 7.—STORIES ABOUT BIRDS.

No. 8.—CHRISTMAS STORIES.

No. 9.—HIAWATHA AND ITS AUTHOR.

No. 10.—JOHN GREENLEAF WHITTIER.

We would like to hear from superintendents and principals who desire to investigate the series with reference to their work.

(Other Numbers are in preparation for First, Second, and Third Reader Grades.)

E. L. KELLOGG & CO., Educational Publishers, 61 East 9th St., N. Y.

**HELPS FOR
TEACHERS**

is the name of a catalog fully describing about 400 of the best teachers' books on methods of teaching all subjects, on pedagogy; question books; school entertainment books; blackboard stencils; in fact all teachers' aids. Sent free on request.

E. L. KELLOGG & CO., Educational Publishers, 61 E. 9th St., New York.

AMERICAN AND FOREIGN

TEACHERS' AGENCY.

Introduces to Colleges, Schools, and Families, Superior Professors, Principals, Assistants, Tutors, and Governesses, for every Department of Instruction; Recommends Good Schools to Parents. Call on or address

Mrs. M. J. YOUNG-FULTON,

American and Foreign Teachers' Agency,

28 UNION SQUARE, NEW YORK.

THE PRATT TEACHERS' AGENCY

Recommends college and normal graduates, specialists, and other teachers to colleges, schools, and families. Advises parents about schools.

WM. O. PRATT, MANAGER,

70 FIFTH AVENUE, NEW YORK.

INTERSTATE

TEACHERS' ASSOCIATION.

Professors, Principals, Kindergartners, Grade and Special Teachers furnished to Colleges, Schools, and Families, MARGARET M. PENTLAND, Manager, 540 Fine Arts Bldg., Chicago.

Entirely **SPANISH**—Without a Master. New.

"PITMAN'S PRACTICAL SPANISH GRAMMAR, AND CONVERSATION."

The latest and most successful method, gives imitated pronunciation, and copious vocabularies. 107 pages, paper boards, 40c; cloth, 50c; postpaid. ISAAC PITMAN & SONS, 33 Union Sq., N. Y.

Publishers of the "Complete Phonographic Instructor."

**THE NEW YORK SCHOOL OF
PHYSICAL EDUCATION and
the DR. SAVAGE GYMNASIUM**

will open their Eleventh Season September 15. For men and women desiring to become teachers or wishing to take exercise for physical development or health.

For circulars address

BARKER, 308 West 59th Street New York City.

SCHOOL BELLS**UNIVERSITY
and COLLEGE
BELLS.**

Purest copper and tin only. Terms, etc., free. McSHANE BELL FOUNDRY - Baltimore, Md

SPALDING'S ATHLETIC LIBRARY

PUBLISHED MONTHLY

No.

- 2 Indian Clubs and Dumb Bells. (Campbell)
- 6 How to Play Lawn Tennis. By Champion
- 29 Exercises with Pulley Weights. H. S. Anderson.
- 72 Physical Training Simplified. No Apparatus.
- 82 How to Train Properly.
- 84 The Care of the Body.
- 91 Warmman's Indian Club Exercises.
- 101 Official Croquet Guide.
- 102 Ground Tumbling.
- 104 The Grading of Gymnastic Exercises.
- 106 Rules for Basket Ball for Women.

Price, 10 cts per copy, postpaid

A. G. SPALDING & BROS.

NEW YORK. CHICAGO. DENVER

CENTRAL & CORRESPONDENCE**COLLEGE.** We Teach by Mail. Six Courses Only, viz: Normal course, \$4.50; School Course, \$4.50; Book-Keeping Course, \$7.00; Zoology, \$5.00; Botany, \$5.00; Philosophy, \$5.00. Don't you need one or more of these Courses? **DIPLOMAS GRANTED.** All courses are for a term of 12 weeks. We furnish all necessary books for book-keeping. Address

SCOTT ETTER, Pres. C. C. C., Palmyra, Ill.

KINDERGARTEN & NORMAL DEPT.**ETHICAL CULTURE SCHOOLS.**
109 W. 54th Street. Two years' course.
Opens Oct. 1st. Circular sent on application.

When you purchase a ticket over the Lake Shore & Michigan Southern Railway your investment covers the best in travel that can be bought. "Book of Trains" tells about it; sent free anywhere.

A. J. SMITH, G. P. & T. A.,
Cleveland, Ohio.

PRANG ELEMENTARY DRAWING BOOKS . . .

The great success of the year.
More popular every month.
Write for circular showing new adoptions for 1900.

THE PRANG EDUCATIONAL COMPANY
BOSTON NEW YORK CHICAGO

JOSEPH GILLOTT'S STEEL PENS

THE STANDARD PENS OF THE WORLD

FOR SCHOOL WORK OF ALL SORTS:

804 E. F., 404, 808, 601 E. F., 351, and 1047 (MULTIScript).

FOR THE MODERN VERTICAL WRITING:

1045 (VERTICULAR), 1046 (VERTIGRAPH) and 1047 (MULTIScript).

Also the latest numbers—1065, 1066, 1067.

MOST DURABLE. MOST ECONOMIC.

Accelerated progress is a saving of time; Gillott's Pens pay for themselves by the time they save.

JOSEPH GILLOTT & SONS,

91 JOHN STREET, NEW YORK.



Magnifies 100 diameters (50,000 times).

A First-Class MICROSCOPE

And Outfit for Work for

\$16.00

A Reliable Scientific Instrument

Just the Thing for Winter Evenings
as well as Summer Afternoons

An inexhaustible mine of amusement and
information for young and old. Easy to use.
Perfect optical results. "One may use the
microscope a lifetime and never look at the
same thing twice."

Outfit consists of microscope as shown,
twelve prepared objects, such as fly's wing,
foot of insect, etc., book describing and illus-
trating 1,000 common microscopic objects,
glass slides, and covers for mounting objects
forceps, etc.

Microscopes, all prices, up to \$300.00

BAUSCH & LOMB OPTICAL CO.

Rochester, N. Y.

NEW YORK CITY

CHICAGO

MEMORY

How to Improve It.

Dr. Edward Pick was for many years the most eminent authority on memory and the means of improving it. His celebrated course of lectures was given before colleges and universities, teachers and professional men and women, and was highly praised. Just before his death last July he put these lectures into book form for the first time. The instruction given in it is invaluable for anyone who has need of a good memory—and who has not? The lectures, to hear which a large fee was gladly paid by thousands, now greatly elaborated are here rendered available to all. There is no doubt but that with this book and careful observance of its instruction, the memory may be greatly improved.

Price, \$1.00 Net.

E. L. KELLOGG & CO., 61 East Ninth St., New York.

Does Much Work

With
Little
Work



Remington
Typewriter

Wyckoff, Seamans & Benedict,
327 Broadway, NEW YORK.

WANTED—Live Teachers, successful at canvassing or agency work, to represent our publications. Salary and commission. This is a rare chance for live teachers who wish to leave teaching for permanent and paying work. Address E. L. KELLOGG (personal), 61 E. 9th St., N.Y.

Imparts Energy

Horsford's Acid Phosphate

The most agreeable and effective remedy for relieving Languor and Exhaustion, so common in the spring and summer months. Its nutrient and tonic effects give tone and vigor to the entire system.

Taken before retiring it quiets the nerves and induces refreshing sleep.

For sale by Druggists.

For Business Burdens

Archimedes and his lever are
"not in it" with the

New Century



Ask for catalogue and address of
nearest representative.

AMERICAN WRITING MACHINE COMPANY,
302 Broadway, New York.

THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXI.

For the Week Ending August 25

No. 6

Copyright, 1900, by E. L. Kellogg & Co.

Examination Tests, Oral and Written.

By H. L. WITHERS, M. A., Professor of Education in Owens College, Manchester.

There is probably no point upon which every one is more generally agreed than that a great deal of the supervision and of the examination which now goes on in this country has a bad effect upon methods of teaching and on methods of study, that it leads to a vast amount of sterile or even mischievous work, and that it produces, among those who come strongly under its influence, an entirely faulty habit of mind.

The criticism has been expressed with characteristic energy by Thring:—

"If education and training are the true aims of mankind, and power in a man's self the prize of life, then no superstition ever ate into a healthy national organism more fatal than the cult of the examiner. A system of examination and inspection, in proportion to its power, is death to all original teaching, to all progress arising from new methods, and even to all improvement which is at all out of the routine track. There is no dead hand so dead as living power thrust in on work from the outside. It is the doctor putting his fingers on the heart when he ought to feel the pulse. Where examinations reign, every novelty in training, every new method of dealing with mind, becomes impossible. It is outside the prescribed area, and does not pay." ["Life," Vol. II., page 130.]

Examinations are Necessary.

At the same time, there is no question, as Thring himself would have admitted, that examination and inspection of some sort are absolutely necessary. They are necessary, first, because, from the point of view of sound financial administration, he who pays the piper must be allowed to call the tune, and, when public money is spent, there must be some public guarantee that it is spent to good purpose. They are necessary, secondly, because in almost every calling some minimum standard of qualification must be required from all who enter it; and the possession of this standard must be publicly tested. They are necessary, thirdly, because, at a great many points in life, choice must be made between a number of persons who claim the same position; and this choice cannot be made on public and equitable grounds except by means of some form or other of examination. Lastly, they are necessary for a quite different kind of reason. The first three reasons—the financial, the professional, the competitive—are not, in the strict sense of the term, educational reasons at all, but arise from certain relations in which, owing to the general nature of human life, education stands to certain other human activities.

Teachers' Examinations.

But the fourth reason is inherent in the nature of the process of education itself, and would continue to exist just as strongly if the educator had nothing more to think of in his work than the pursuit of his own art. Whoever teaches anything must maintain contact with the minds of his pupils, and must know what shapes their thoughts are taking. The contact maintained must be as sensitive and as delicate as possible, but it must also be constant and searching. The procedure of the skilful teacher varies flexibly with the result of his observation upon the mental processes which he has helped to set up. He will constantly be coming to points at which he will feel that, if the mental growth for which he has been striving has, in fact, taken place, then it will show itself in certain

verifiable ways. He will verify accordingly, and continue or alter his methods as he finds occasion to do. If no one else examines his pupils, he, at least, will be forever examining them; his whole art and mystery lie in this. Before each lesson begins he will need to know what is the mental stage at which they stand; at the end of each clearly defined step he must make sure, by a recapitulation drawn from the class, that the step has been actually made; at the close he will ascertain that the new knowledge is in hand, and available, by requiring some application of it—that is, by calling for some exercise or some deduction, which can only be worked by those who have, in truth, mastered the new matter, and can wield it to their own purposes. Examination, therefore, is not, in this sense, a thing alien to the process of education, and imposed upon it from without, for the sake of parents, or superintendents, or school boards, but a vital portion of that process itself—one side, indeed, of that *interchange of minds* which is the inmost essence of education. It cannot be psychologically wrong to test instruction. "What comes to nothing is nothing;" and good teaching may be known by its fruits.

Outside Examiners.

But the danger begins when the examiner is no longer the teacher. This also is necessary, and must be indispensably reckoned with. To begin with, the good teacher himself wishes to have his work tested and tried by some one other than himself, on whose judgment he can rely. He will get new notions, fresh points of view, from such an overhauling, and will be saved from routine and one-sidedness. For the less efficient teacher, such a revision, whether by the principal or by an outsider, is obviously needed to correct and fortify his procedure. There may also often be cases where the thing of its kind is good, and has been well done, and yet is not the thing which, under all the circumstances, is wanted. Value is not simply constituted by cost of production, but also by demand. Infinity of labor may be put into producing something which, after all, nobody wants. A teacher works in his own corner of the field, and sees all too little of the rest of it. An examiner, if he examines a good deal, must needs take a wider view over a larger breadth of human experience. And then there come in those considerations, mentioned before, of an extra-educational kind. Superintendents and school boards require some public criterion of efficiency. Pupils must, for certain purposes, be put in an order of comparative merit by an external and impartial judge. *The outside examiner is essential.*

In practice, however, his intervention is often found to work *disastrously*. Why? Because, first, an outside examiner generally means an outside syllabus, which is propounded without reference to individual schools, still less to individual classes, and least of all to individual pupils. The syllabus so propounded will almost certainly begin in the wrong place and end in the wrong place. It will probably require more to be done in the time than can be done healthily and on sound methods. Because, secondly, an outside examiner often does not sufficiently consider the influence which his questions will have upon the work of those who prepare for them, nor the state of mind which a right answer to them will imply. He does not see that the whole of the syllabus ought to be represented in his paper, and that the relative importance of the different parts of the subject ought to be repro-

duced to scale in the problems which he sets. Thirdly, as questions which test mere information are easily and rapidly made up, while those which require the exertion of mental power on the part of the candidates also require the same exertion on the part of the examiner, the tendency is to ask for information, and not for thinking. Hence the use of "set books" and "commentaries," which need so little thought to study and so little thought to examine. Hence the whole machinery of cram and sterile memorizing, which have led a French philosopher to define an examination as a "permission to forget," because candidates acquire a mass of information which they take care not to digest, but keep crude in their mental gizzards, so that they may, once and for all, disgorge it on examination day.

I have ventured to recall these trite and only too obvious facts because I believe a number of useful conclusions may be arrived at from a consideration of them. Every good teacher will at every moment keep in contact with his pupils' minds, and inform himself of what is passing in them, and a system of tests or applications of new knowledge will be an essential part of his method of education, and, consequently, there cannot be anything vicious in examination as such, but only in the form which such examination takes. We have seen also that the danger begins at the entry of an outside examiner with his ready-made syllabus. Does it not follow from this that the first requisite should be that—subject to the necessary conditions of impartiality and an adequately high standard—the examiner should be in as close touch as possible with the teacher? This leads to a corollary on the nature and qualifications of the examiner. It must mean that the examiner should *have taught*, or, better still, *be teaching*, himself; and that, too, under conditions not entirely unlike those of the school which he examines. A great deal of harm is done in primary schools by appointing as examiners and inspectors men fresh from the universities, who have done little or no teaching themselves. But, if our analysis has been right, examination is only educationally sound when it is itself a portion of the process of teaching—a finishing touch, which requires from the pupil reasonable evidence that his knowledge is practicably available. A great deal too much use is still made of examiners who have not taught, or who have taught under conditions too different to afford useful analogies.

The Professional Element Necessary.

The professional examining boards ought invariably to have a proportion of acting schoolmasters among their members. Contact between examiners and teachers should be further maintained by the method on which the syllabus is drawn up. In every case where this is at all possible, the syllabus should be propounded in the first instance by the school, then revised, and, if necessary, altered by the examining board. This would restore initiative and self-direction to the teacher, give elasticity to the curriculum, and bring untold relief to thousands of pupils. It would redeem the system of examination from the well deserved reproach of woodenness and Chinese uniformity. It would enable schools to develop a mind and a will of their own—to form a *character*, in fact.

Oral Examinations.

Let the examinations test power and method rather than information. For this purpose written examinations should be, wherever possible, supplemented by oral.

The powers of continuous thinking and of literary composition are tested by writing in a way that is impossible by word of mouth. Moreover, in advanced work, it is not practicable to deal orally with difficult problems. Again, in a *viva voce* examination any one question can only be put to one boy, and the examiner can only guess very vaguely how many others could have dealt successfully with it. Oral examinations are apt to deal too exclusively with the *small change* of knowledge, items of information that can be handed over in the silver of speech rather than those "long investments" of the mind, the real property which cannot in a moment be brought to

market, but which make, for all that, far the most valuable of our assets.

Yet oral examinations, conducted by experienced and skillful persons, have certain manifest advantages. A written paper of questions, once printed, is a mechanical, clumsy instrument to serve the delicate purposes of an intellectual probe. It may proceed on wholly different lines from those on which the candidates have worked; so that it establishes no mental contact at all with them, and fails to unlock their intellectual stores. Yet there it lies upon the desk and cannot readjust itself. The boys come out and call it a "rotten" paper; the examiner looks over their work and pronounces it "feeble" and "disappointing"; and the total result is discouragement and misunderstanding. Compared with this, *viva voce* questioning is a sensitive and searching instrument of great flexibility. It feels for what it wants, and, if it fails by one line, tries another and again another. While the printed paper advances in an immobile mass, the oral examination reconnoitres and skirmishes, and adapts itself to the position which it finds.

In one point more particularly, on which stress has already been laid, oral questioning has a conspicuous advantage. It lends itself very readily to co-operation between the teacher and the examiner. A skilled inspector will almost always begin by asking the teacher himself to examine the class upon one or two topics that have already been studied, or else to continue teaching from the point last reached. This will—in a very few minutes—give him an insight into the general lines and methods which have been followed such as no amount of written papers will ever convey.

Where the object of an inspection is to judge of the efficiency of a school, oral examination becomes indispensable. In this case it is the general tone of the school and the spirit and skill of its instruction that are upon trial. There will be no need to assess the comparative merits of candidates or to produce a numerical estimate in the shape of a mark-sheet. The object is to ascertain how the pupils' minds are trained, and whether their intelligence is alive and growing. He will wish to see the place as much as possible in a normal condition, not at the close of the academic year, but during the course of it. He will pay heed not so much to the answers given him as to the style and method with which his questions are attacked.

There are a great many important aspects of education which a written paper never even touches. It is a commonplace that natural science is, as a study, worse than useless, unless pupils learn to conduct experiments and to manipulate instruments themselves. We are beginning to see an analogous truth in regard to modern languages. Every test in science should be partly experimental; every test in modern language should be partly oral, or else the inevitable consequence is faulty and mischievous methods of study.

Again, in *viva voce* examining, whether of a class or of a single candidate, other mental qualities than memory and fluency are tested. I remember hearing the late master of Balliol, when some one objected to him that a *viva voce* examination was unfair to very nervous candidates, reply that extreme nervousness *ought* to tell against a man; and, contrariwise, that a good address and ready self-possession are qualities so valuable in the discharge of public duties that it is to the public interest they should be known to carry weight and to influence success in examinations. It is certainly true that we ourselves all act upon some such theory. Who would dream of appointing a clerk or a servant upon written testimonials only? It is the personal interview which decides us.

It is admitted that the lack of clear articulation and the lack of full and continuous expression in speech are among the most obvious deficiencies of Englishmen, young and old. Searching and stringent oral examinations will force us to pay more attention to this fault.

General Conclusions.

In the highest classes of a school with pupils nearly

adult, with whom it is both necessary and right to look for "results," written examinations are indispensable. These might take the form of an examination for a "leaving certificate." That, in the lower classes, where processes are infinitely more important than results, and where the chief danger is the forcing upon teachers of an inappropriate syllabus, and upon pupils of premature formulation of certain ill-digested notions, *inspection*, during the course of the school year, with careful observation of teaching methods, and particularly of practical work, and with brief oral examinations, should be the instrument employed.

Written examinations should be sparingly used in lower grades, and should be conducted by the teachers themselves or by the principal. The syllabus of work should, so far as possible, be propounded, in the first instance, by the schools, not by the examining board; and upon all examining boards there should be an adequate representation of acting teachers. "Set books" should be discouraged, and examination should, as far as possible, take the form not of the exaction of formulated or dogmatic knowledge, but of the setting of deductions or problems, the solution of which will at once imply correct knowledge, and demand the power to apply it. In this way examination will serve as a natural corollary to teaching, and will cease to be a disturbing and perverting influence upon it.

(From an address delivered before the London College of Preceptors and published in full in the *Educational Times*.)

The Condition of the Teacher.

By WILL MACANDREW, Brooklyn.

At the New York State Teachers' Association's annual meeting in 1898 there was appointed a committee consisting of John H. Haaren, W. L. Ettinger, C. F. Wheelock, C. W. Bardeen, and William MacAndrew, to collect, study and publish facts, bearing upon the condition of teachers. Shortly after its appointment, this committee printed and circulated among teachers, school board members and newspaper editors, 30,000 copies of a study of the salaries and living expenses of teachers, together with detailed abstracts of a large number of articles bearing on wages, etc., that had appeared in the leading magazines and newspapers for the preceding ten years. The committee, by personal work, and with the help of friends, secured, in the educational and unprofessional press, the publication of studies and essays upon the improvement of education by the improvement of the teacher as a member of society. It also furnished state and lesser educational meetings with speakers upon this theme. This work the committee is still doing and hoping to continue to do. In October 1898, the committee sent out 30,000 circulars as follows:

Dear Friend:—You have been named to us as one able and willing to contribute aid to a thoro and detailed study of the teacher's condition in your locality. The assistance we especially request is in the direction of some of the following suggestions:

1. Statements of prominent or successful men or women who have been teachers, but now are engaged in other pursuits. The testimony might indicate why the writer left teaching, whether in his present calling he is more or less exhausted by his work than when teaching, whether he is more or less respected, whether more or less happy, and why: also whether in teaching he could now secure the same or a greater income than in his present pursuit, etc. To be of value, the writer's name and business should be given.
2. Statements of salaries of teachers, compared with detailed cost of adequate living in the community. Comparisons of salaries of teachers with salaries of other workers. Names of the individuals are, of course not necessary, but the name of the person reporting should be given, and his statement that he vouches for the truth of the facts.
3. Statements of cases where the schools have suffered from poor teaching due to insufficient pay. Cases of want and embarrassment to teachers from low salaries. Name and guarantee of reporting party.
4. Bibliography: clippings from periodicals, giving date; titles or abstracts of articles bearing on financial and social status of teachers; opinions of prominent people; references to passages in books.
5. Suggestions: Advice to the committee as to how its service may be of the greatest benefit; criticisms adverse and favorable.

Please do not wait. Write now. Do your share towards contributing to the investigation of a very interesting and important question.

Thanking you in advance for your assistance, we are

Yours fraternally,

Committee on Financial and Social Status of Teachers.

In December, 1898, another circular, asking for co-operation, was sent to a selected list of names in the several states and territories. In January, 1899, at this committee's request, The Schoolmasters' Club, of New York city, sent a similar circular to all its members and to a large number of persons interested in schools. In May, 1900, a circular requesting a statement of the important legislation of the past five years improving the condition of the teacher together with an answer to the query: "What are the most pressing needs of teachers in your locality?" was sent to the president of every state and territorial association in the country.

Teachers Slow to Help Themselves.

The number of replies received has been fully as small as anyone who has had much experience in sending printed inquiries would expect. On one of our circulars in the handwriting of one of the best known and most genial of the school men of the country, comes the reply: "I belong to the society for the suppression of the crank who sends out blanks to fill." He might at least have been grammatical in his lack of sympathy and have put his last verb in the passive voice. Various reasons have deprived the committee of that extensive and unbroken series of reports that is necessary to give any statistical investigation a scientific value. Many have deferred a reply as something that could wait; at length the stamp has been used for something else and the circular has been buried with the conscience under a pile of papers in the waste basket. Some have felt so strongly the hopelessness of any such movement as this that they did not feel like wasting time in it. Some, secretly in sympathy with it, have realized the imminent personal danger of being known by the local authorities to be mixed up in a salary agitation. Some have seen in it a selfish scheme of five committeemen to boom themselves into prominence. Some superintendents and principals of schools, believe and to the teachers proclaim, that an educator's business is to educate; and the matters of salary and tenure of office, being in the nature of administrative and business matters, should be left to the proper guardians of such things, the members of the school board.

In the last New Jersey convention the representative of this committee, who had contributed an address on teachers' wages, was upbraided, with indignation and sorrow, by a respected and beloved old schoolmaster, on the ground that a convention which should be devoted to the consideration of the higher things of scholarship and character had been tainted with the seeds of commercialism and social discontent. I remember the first state meeting I ever attended, back in Michigan, twenty years ago. A young fellow, whose friend had been summarily removed from the superintendency of a city's schools without reason, tho everybody knew that it was for failure to graduate the mayor's son, presented resolutions that the convention express a protest against the removal without a hearing. The most respected and most weighty men in the association declared, that, while every member as a private individual ought to exercise all the sympathy possible, for a member in distress the function of state Teachers' Associations was concerned with scholarship and teaching and ought not to become entangled with board matters. This old-time reluctance of teachers to do anything for themselves or for one another was not a surprise to your committee. It is one of the results as well as one of the causes of the position in which the public holds the teacher.

New York State in the Lead.

From the various communications of our correspondents in the other states, I find that it is the general opinion that the New York Association is the most advanced in the conception that the practical and actual improve-

ment or the teacher himself is not only a legitimate aim of a state organization but that it is one of the functions of such a society that present conditions call to a place among the most important. An examination of the proceedings of this association will show that this opinion is well founded. In 1899 the constitution was so amended as to provide for a monster committee with a member in each county of the state, to interest himself "in all matters affecting or appertaining to the welfare of the teachers in this county, and to report to the president not less often than once a month on everything that would seem to need the help of the association for the betterment of the material condition of those in the calling." The mover of the resolution declared that the purpose of it was to secure to teachers generally some of the benefits enjoyed by those in the larger cities of the state, notably tenure of office and a uniform salary of a higher grade. The association even elected to the presidency a confessed agitator and politician who announced himself before and after his election as standing first, last and all the time, by political and every other legitimate means, for the improvement of the position of the teacher in permanence and pay. In his inaugural, outlining the policy of the association he said "This organization is more than a big teachers' institute or training class. It stands for the advancement of education in this splendid commonwealth and in this magnificent country, by all the means capable to bring improvement to pass. That improvement can come only thru the teacher who is a man or a woman, free, confident, and requited by the community with material evidences of respect. The teachers themselves must bring this to pass; no other persons will continuously make a business of it. The teachers must do it by organizing; this is one of the chief duties of this association."

Practical, Direct, Work.—Tenure Bill.

In accordance with these principles, a committee of sixty-one members, one from each county was organized as the "Committee on Legislation and Professional Interests." As was to be expected this committee met with criticism and attack. Some members were given the friendly advice of school authorities at home to keep out of it and to avoid the political entanglements that were sure to come from association with the bold bad man from Manhattan. However, the committee turned their attention to that old and life-sapping disease of our educational system, insecurity of tenure. The larger committee turned this over to a sub-committee of five, who approached members of the legislature on the subject. The sub-committee was invited to draft a bill which would embody the reform that was alleged to be desirable. Such a bill was drawn up. Its success will be dependent on two things: the condition of the school matters in the district of each member of the legislature, and the closeness with which each member will follow the wishes of his more important constituents. The condition of school matters in a fairly large number of communities in New York state is that the schools are still "in politics." Membership on the school board is given as a reward to certain of the faithful. There is no salary for such service; nothing but honor and patronage. State laws are prescribing more and more how school work shall be done, leaving to the local board member less and less of things that he may direct so as to say, "I done it." It is but natural that such a member would oppose any act that would take from him the authority over teachers that his present power to supplant them gives to him. The fact that every year there is an undesirable teacher dropped by such a board seems to serve as a practical object lesson as to the benefit of giving local boards this power, and so in districts where the board memberships are political rewards, the tenure of office bill must be expected to fail of support as a practical political measure, unless the second contingency saves it, which is that the member at Albany thinks for himself on every matter on which he deems it wise or permissible to do so, and sees the benefit of the measure

to be greater than its unpopularity with the few constituents who manage the schools at home. Our tenure of office bill didn't happen to strike the right combination of chances in the legislature. It seems to threaten some breaks in the fences at home and the members dropped it like a hot penny.

Remarkable School Laws for New York City.

If, however, the members of the legislature from various districts thruout the state, were unwilling as yet to pass so weighty a measure affecting the schools of their own district, they have nevertheless made educational history at a rapid rate in passing laws affecting the largest city school system in the world. The history of the Ahearn and Davis bills is a chapter in educational progress that seems to me to chronicle the most remarkable thing done for teachers in my lifetime. The whole spirit and effect of those laws was so entirely different from the majority of previous legislation affecting teachers in this state and from almost all the laws of educational import in other states that the measures have excited the wonder of many public men and the solicitude of not a few.

Consider the old style of educational legislation. About six years ago some teachers had a friend at Albany who tried to do something in committee towards inculcating into a bill a provision that promised an improvement of their condition. This member made the unfortunate remark: "I think the teachers won't like that."

The chairman replied with perfect sincerity: "Oh, to hell with the teachers." The remark was accepted as quite natural and the measure went in as the committee had prepared it.

But in the past two years we have seen the unusual spectacle of a legislative committee and even the governor of the state telegraphing to teachers invitations to come to hearings on educational bills. Most financial legislation provides that not more than a certain sum shall be expended for specified purposes; the legislature of New York passed the bill of John F. Ahearn providing that teachers should not receive less than certain given sums. This bill was two years in reaching maturity, but by tending and nursing it the teachers of New York seemed to have gained a knowledge and a power without parallel in the history of school organizations.

The Ahearn bill was a skeleton schedule of salaries, suggesting points where increases should have accumulated to certain sums. The board of estimate and apportionment of the city of New York failed to make the law effective, but evaded its spirit in every point where not compelled by the plainest technical command to do so. The result was the most intimate union of the teachers' organizations of the city, the voluntary assessment of teachers, the employment of the most eminent counsel attainable, and the instigation of suits against the financial officers compelling an observance of the law in this and that particular. In this connection I cannot refrain from mentioning the heroic work night and day of two members of our committee, each strong in his own individual way, John H. Haaren, and William F. Ettinger.

The opposition of the financial officials of New York to the adequate operation of the Ahearn Law was the very thing that brought about the legislation of the present year, resulting in a law, that with all its imperfections, has two features in it that are bound to serve as shining examples for school systems thruout the world. The first is a schedule of advanced salaries, increasing year by year by known amounts and for meritorious service. The second is a provision for a uniform tax, of not less than five mills on the dollar, so that these salaries shall be assured. Thus, that which every educational institution longs for and works for, that which every loving husband and father wishes to provide for his wife and children, an endowment that shall make possible a look into the future with hope and confidence, has been presented by the people thru their legally constituted representatives, to the teachers of New York.

The lesson and example of the present year is too good to be lost. A dozen propitious circumstances conspired

to bring about a result more brilliant than the most hopeful agitator dared to prophesy as coming before twenty years. Things came so fast that they made one dizzy. They are so now that they must be made the most of so that some sudden revulsion will not shake them out of reach.

Tenure of Office.

The fact that education is a bigger thing than side-walks, bridges, and any purely local matter is slow to come to American communities, and a prejudice against state direction of schools and teachers is easily aroused by any editor with very little thought and no argument. To my mind there are few things more responsible for the backwardness of education in America to-day than the ease with which a citizen may influence a school in his own community.

A teacher may spend years in careful study and practice; he may be recognized by the highest educational authorities as a student, an organizer, and an excellent school man but the corner grocer can turn him out if his wife does not like his daughter's style. There are hundreds of teachers in this state who dare not after a week's hard teaching refuse to take a Sunday school class when they ought to be resting. There are hundreds of school positions in this state in which the occupant is watched, tended, and corrected like a little boy, and made to feel his subserviency by a hundred little contemptible slights and snubs and by a system that will make out of any man a fidgety, nervous, suspicious, uncertain little person without a single opinion on religion, politics, or any debatable subject.

Teacher Must Do Better Teaching.

Concurrent with the improvement of the teacher's condition must come the full measure of improvement in his service or the whole scheme will fail to enjoy a steady and a meritorious growth. Herein lies a danger that every leader in educational reforms has recognized. There is a great amount of dead weight to be carried, consisting of the per cent. of teachers who never have regarded the calling seriously, who made little preparation themselves, who resist attempts to make them study, who came into the calling to pass away the time while something better was turning up, and whose habit of mind is to do as little work as a teacher as possible. It is the extensive distribution of this kind of person throughout our ranks in larger number than in any profession that presents the most discouraging front to any solid movement to make the tenure of teachers secure and their wages high. The person approached for his vote on such a measure is almost always able to call to mind at once some case of a lazy and inefficient teacher, or of some narrow-minded impossible pedagogue that he has known, and the thought of making such persons permanent or financially independent is so distasteful that it prevents consideration of the fact that the greater efficiency secured in good teachers, by the confidence of steady employment, would far over-balance the waste caused by the lazy ones. The low grade of efficiency of the teacher is still one of the serious problems confronting those who seek to bring education nearer to an adequate realization of ideals.

In a circular sent out by the committee to presidents of the associations of the various states and territories, the question is asked, "In what chief respects does the condition of the teacher in your locality need improving?" Maine says, "In better preparation for work." New Hampshire says, "In better scholarship and professional training," and so the word comes back from all down the Atlantic coast. Florida says, "In devotion to the calling and stability in it." The same answers come from Louisiana and around the southern boundary to California and up to the state of Washington and across the northern tier of states back to Maine. Ohio says, "The teacher needs more education and better education." Iowa says, "Our state needs abler teachers," and Colorado replies, "What we need is more high grade men and a recognition of the fact that a college education is not too

high a requirement for a man who wants to teach an elementary school." This need for better equipped teachers the teachers' associations themselves have got to meet. It requires all the popularizing influences that may be secured. Attempts of supervising officers to force professional study upon the teaching body have always been attended with more or less friction and have always failed of the improvement of the service that was aimed at. Yet it seems that professional study is the inevitable price that must be paid for professional advancement; and it seems as tho it were advancing in this state in the face of ridicule, indifference, and actual opposition.

How to Guide Children's Reading.

By MAE E. SCHREIBER, Wisconsin.

The study of literature should consist in interpretation of the experiences, the thoughts, the feelings, and the aspirations of the race.

Poetry.

The emotional side of life is expressed in poetry. It breathes the joys, hopes, fears, sorrows, strivings and aspirations of humanity. Poetry gives us the divine fire of genius, teaches us the love of the beautiful, swings us into the world of imagination, and encourages us to do and to be. A poem is a work of art to be admired, and enjoyed, and felt. Music, beauty, imagination, passion, insight, inspiration, and faith are the essential characteristics of poetry, and these are what should be studied.

Special aims.—

To feel the music. To imagine the beautiful pictures. To feel with the poet. To get inspiration.

Illustration.—

a. Read H. C. Bunner's poem, "One, two, three!" to children.

b. Read again and ask them to describe the pictures they see.

"An old lady and a thin little boy with a twisted knee sitting in the yellow sunlight out under the maple tree." "The old lady's fingers were wrinkled, and white and wee." "They are playing hide-and-go-seek without stirring from under the tree." More minute descriptions of the woman and boy may be called for.

c. Ask them what they like in the poem; what they think of the poem. This will often bring out what they feel. For instance, these questions on this poem have often brought out the following statements: "I like it because it sings so"; "because we like to have old folks play with us"; "it makes me feel sorry for the little boy."

Fiction.

The activities of life are expressed in fiction. Fiction portrays life on the social side as no other form of literature does. Social conditions, standards, forces, and conventions are revealed—and the problem of the individual life is worked out with the full recognition of the countless social influences.

Special aims.—

a. To enjoy the story.

b. To picture life portrayed.

c. To judge character portrayed.

d. To trace unfolding of consequences of action and the might of destiny.

To trace character development.

Story of Life.

Read for the things that go to make up the life of any community: Descriptions of the environment; characters as types; appearance and dress; food; homes and surroundings; amusements, holidays, and festivals; religion—faith, modes of worship, and superstitions; occupations,—fine and useful arts; education; government and laws; modes of travel; language and peculiar customs.

Illustrations.—"Hans Brinker; or the Silver Skates," by Mary Mapes Dodge. This is a vivid description of life in Holland. It teaches a lesson of courage and nobility of character.

Environment.—General description of Holland, 29-38, 105-106; Amsterdam, 95-101; Harlem, 142-157, Leyden, 211-217.

Characters as types:—Gretel Brinker, Hans Brinker, Dame Brinker, Hilda van Gleck, Rychie Kornes, Katrina, Annie Bouman, Peter van Holp, Carl Schummel, Jacob Poot; Dr. Boekman, 43-44, 131, 375-377; Dutch character, 53, 68, 98; Gretel's character, 27, 63, 134-138, 294, 377; Hans' character, 27, 42, 48, 53-54, 63, 72, 306, 337, 354, 362.

Appearance and dress.—43-44, 57, 131, 162, 164, 186, 310, 342-343.

Homes.—All classes, 132, 224-226, 231-234.

Amusements.—Skating, 43-44, 162, 165, 342-356; Festival of St. Nicholas, 82-93.

Food.—116, 180-181, 186, 225.

Some curious customs.—Aanspreeker, 139; At birth of child, 140-141; Reverence for stork, 241.

TO JUDGE CHARACTER PORTRAYED.

Character is revealed thru description and analysis by the author, by conversation, by action, by feeling, and by attitude of characters toward each other. Judgments upon the individual character and upon lines of action should be formed from a study of the foregoing points. Conditions, standards, and forces which influence the character for good or evil should be considered.

Illustration.—

"Little Jarvis," by Mollie Elliot Seawell,—This is the story of a boy who was midshipman on the Constitution and who sacrificed his life in his devotion to duty. It is a story portraying the character of little Jarvis.

1. Description by author.

His appearance, 10; mischievous, 7-9, 10; merry, 8; honest, 8; brave 10; on title page, "As his life was without fear, so was his death without reproach."

2. What he does; brave, 21, 22-30, 51; mischievous, 34-36; tender, 54.

3. What he says: lovable, 43; brave, 44, 47, 57; devotion to duty, 57, 59.

4. His feelings; love for his work and ship, 47.

5. Attitude of other characters toward him; sailors admire him, 1; officers love him, 31-32, 36; praised by officers and sailors, 60-63; Congress passed special resolution in his honor, 64.

TO TRACE CHARACTER DEVELOPMENT.

Trace the changes which take place in the character and note the conditions, ideals, and forces surrounding the character which bring about the changes. Trace the consequence of actions.

ESSAYS.

The intellectual side of life is expressed in essays and prose composition.

Special aims.

a. To get the author's thought.

b. To think with author by seeing relations.

c. To knit the knowledge gained to what is already known.

To get the author's idea.—The first step is to get the general idea of the composition. Then the parts upon which the general idea is based. If description,—the things which go to make up the picture. If narrative,—the events which form the narration. If argumentative,—the points on which the author has based his argument, etc.

To think with the author.—In seeing of the relation of these parts to each other and to the general idea—discriminating, comparing, judging,—the pupil is thinking, with the author.

To knit new knowledge to the old.—The student has been using the knowledge he already has to interpret the new knowledge, but he ought consciously to bring up what he already knows on the subject, gained thru experience or previous reading. For instance—he has just read Carlyle's idea of a great man—he compares with Emerson's idea as gained in previous reading—also with Lowell's idea. These ideas together with his own knowl-

edge and his experience of great men, constitute his body of knowledge of great men—which he will use in gaining new knowledge on the subject—which new knowledge will in turn be compared with the old.

Illustration.

THE MEN TO MAKE A STATE.

The men to make a state must be intelligent men. I do not mean that they must know that two and two make four; or, that six per cent. a year is half per cent. a month. I take a wider and a higher range. I limit myself to no mere utilitarian intelligence. This has its place. And this will come almost unsought. The contact of the rough and rugged world will force men to it in self-defense. The lust of worldly gain will drag men to it for self-aggrandizement. But men so made, will never make a state. The intelligence which that demands, will take a wider and a higher range. Its study will be man. It will make history its chief experience. It will read hearts. It will know men. It will first know *itself*. What else can govern men? Who else can know the men to govern men?

The men to make a state, must be honest men. I do not mean men that would never steal. I do not mean men that that would scorn to cheat in making change. I mean men with a single face. I mean men with a single eye. I mean men with a single tongue. I mean men that consider always what is *right*; and do it at whatever cost. * * *

The men to make a state must be brave men. I do not mean the men that pick a quarrel. I do not mean the men that carry dirks. I do not mean the men that call themselves hard names; as Bouncers, Killers, and the like. I mean the men that walk with open face and unprotected breasts. I mean the men that do and do not talk. I mean the men that dare to stand alone. I mean the men that are to-day where they were yesterday and will be there to-morrow. I mean the men that can stand still and take the storm. I mean the men that are afraid to kill, but not afraid to die. * * *

The men, to make a state, must be religious men. States are from God. States are dependent upon God. States are accountable to God. To leave God out of state, is to be Atheists. I do not mean that men must cant. I do not mean that men must wear long faces. I do not mean that men must talk of conscience, while they take your spoons. * * * I speak of men who feel and own a God. I speak of men who feel and own their sins. I speak of men who think the Cross no shame. I speak of men who have it in their heart as well as on their brow.

The men, to make a state, are made by faith. A man that has no faith, is so much flesh. His heart a muscle; nothing more. He has no past, for reverence; no future, for reliance. He lives. So does a clam. Both die. Such men can never make a state. There must be faith, which furnishes the fulcrum Archimedes could not find, for the long lever that should move the world. There must be faith to look thru clouds and storms up to the sun that shines as cheerily on high as on creation's morn. There must be faith that can lay hold on Heaven, and let the earth swing from beneath it, if God will. * * *

The men, to make a state, are themselves made by obedience. Obedience is the health of human hearts; obedience to God; obedience to father and to mother, who are, to children, in the place of God; obedience to teachers and to masters, who are in the place of father and of mother; obedience to spiritual pastors, who are God's ministers; and to the powers that be, which are ordained of God. Obedience is but self-government in action; and he can never govern men who does not govern first *himself*. Only such men can make a state. —G. W. DOANE.

ANALYSIS.

To get author's thought.

I. General idea—the kind of men to make a state must be intelligent, honest, brave, religious. They must be made by faith, religious faith, self-denial, and obedience.

II. What the author means by: intelligent, honest, brave, self-denial, obedience.

To relate to the ideas already in child's mind:

a. Child has interpreted author by means of what he already knows of these characteristics.

b. Child should compare his judgments with the author's.

c. Select great statesmen and see if they have excelled in these characteristics?

d. Have statesmen failed because of lack of these characteristics.

To arouse interest in further reading:

What are the duties of a statesmen which should call for these characteristics?

C-d may arouse interests which shall lead to further reading.

Method of Carrying on Work.

- a. Guidance in *what to read* thru interests.
- b. Reports—an exchange of impressions and feelings, a talking over what has been found enjoyable, good, beautiful, and helpful.
- c. By questioning, by directing attention to what is essential and by directing discussion, leads pupils into the right way of reading.

(From a paper read at the National Educational Association.)

De-Moralization.

By M. W. VANDENBURG, M. D., Mt. Vernon, N. Y.

There came into my back yard yesterday afternoon a large dog. He was gaunt, and despite his thick shaggy coat of yellow-brownish hair, his hip-bones stood out prominently, and his spine showed a distinct ridge. He was long-legged, long-tailed, long-faced, long-bodied, a generous pattern of a dog. His gait was shambling, weak, and uncertain; he could not trot; he did not walk. He ambled along in a shuffling, drag-foot way, as tho all his joints were weak and too loose. He did not look savage or aggressive, for his face was kindly and he had large brown eyes. His head was drooping, hang-dog, not low enough to follow a trail, not high enough to see any distance ahead, and it swung aimlessly from side to side, as if to explore in a careless-half-hearted, ready-to-be-disappointed way the ground on either hand for an odd bone, or an old scrap of food. I spoke to him but he did not look up, nor turn his head even, only gathered his shamble a little, slipped thru a hole in the fence as if it was an already known route, and disappeared behind the house.

The pathos of his whole manner touched me and disturbed me. I sat down to read, but I could not keep that dog out of mind. I changed books, but it did no good. Finally at the end of five minutes I could stand it no longer. Going down to the back door I looked all around, but no trace of the dog was visible. I called gently, no response. Coming back to my office one of the family called me to the front door. There on the mat lay my friend. "Flopped down" alone expresses it. Head low, but not laid down to rest; eyes listless, but with a lurking of dull apprehension. As I opened the door he gave an automatic start, he did not get up, that would have been too much effort. I spoke to him kindly and cautiously patted his head; for a moment he looked up at me, then his eyes drooped and the listless, far-off look returned. No amount of coaxing gave him the least confidence. A large plate of food was brought, and I tried to coax him to follow me to the back door, but had to let him smell of it before he would come. When he did follow it was with an eye on the plate that was eager, but a dull eagerness, and one on me to see that I did not kick him. He did not trust me.

When I set the plate down he smelled it, grabbed a hunk, chewed it once or twice, and gulped it down. I went inside to get him a drink of water. On my return he had finished the meal, but he had not licked the crumbs from the plate as any self-respecting dog would have done, and he would not even look at the basin of water, but ambled off despite my calls and advances of friendship. Ten minutes later he was back at the front door, but my friendliness fell on deaf ears, at least it woke no response. He shamled out to see a passing dog in the street, just missed the wheels of a carriage, with a just-my-luck sort of indifference. I tried to call him back, and he did come and lie down, but not until I had shut the door. In a half hour he was gone, and I have not seen him since.

He had been well brought up, his unconscious bearing showed that. He had worn a collar some time, for the hair around his neck had a faint trace of it still; but it had been gone for weeks, possibly for months. He had lost his master, lost his home, lost himself, lost his self-respect, lost his self-confidence, lost all confidence in mankind who is his divinity, all interest and confidence in his own kind, in his fellows. The empty shell of habit led him to go out of his way a little to see another dog, but a sniff half taken, and he was ready to turn on his heels and lurch off the other way, utterly without aim or purpose. Even the things pleasant and useful to him did not appeal to his desires. He was absolutely indifferent whether his bed was soft or hard; and he did not even turn his head to smell of the softer mat spread in the entry upon which he was invited to lie. He was demoralized. His moral nature was dead, and I doubt whether the most careful nursing would ever be able to revitalize it. He had become a dog-tramp.

The lesson is a painful one. It is pathetic to tears, if tears were of any use. But they are not. It is not a case for that kind of grief, for in tears there is hope. But this case is without hope, I fear.

It is that dry-eyed, unresponsive, passionless sort of despair, that is dead, dead. Careless of good or evil alike, careless of well-being or ill-being. Hand-to-mouth, take-what-comes as it comes, when it comes, if it comes.

The world is full, shall we say? No, the world has too many such two-legged beings to-day. It is next to useless to try to reform them. They must die off; that is the only remedy in their cases. But how about preventing their continuance? That is the real problem. How shall we keep recruits out of their ranks? We must look to the schools first. The churches cannot and the churches will not prevent it. Not until a man "is clean gone forever" will the churches begin to look after him; when their help becomes that kind of pauperizing charity that only confirms the habit.

What can the schools do? Very much. First raise the ideal of home. Be it ever so humble, there's no place like home. Cultivate the home-loving, the home-making instincts. Just now there are being cultivated a set of ideals that are not bad in themselves, only as they tend to overshadow the home ideals. Clubs, associations, concerted action, combined interests, united efforts, these are all good and necessary. But the home is superior to them all in that it is of the first importance. Raise the ideal of self-respect. Teach self-honor. In a way we are two individuals in one. We sometimes look at our own acts, as we would regard the acts of another. If they are bad or mean we lose respect for the one who does them, no matter how loudly passion or appetite or selfishness or unsympathy may shout in justification.

And when self-respect begins to weaken, a malignant disease has begun to fasten upon the moral nature, and its continued growth means certain death.

Cultivate self-confidence and self-reliance. These two sentiments are not exactly the same. The one is passive, the other active. The self-confident are not always the self-reliant. Cultivate the active virtue. Never put such a child down with a bang; the virtue may be over-bold and sometimes offensive. Guide it; don't crush it. Stimulate it by worthy motives, don't restrain it in such a way as to weaken it. The self-reliant man or woman seldom becomes a tramp; never becomes one while self-respect lives. Teach your children hopefulness; teach them courage; teach them cheerfulness. These depend in a large degree upon good health and recreation. Let no false ideal of "high marks," of "passing up," or of "regents' counts" bar the way to an abundant and intelligent recreation. And when this has been said, it means volumes of elaboration.

The monthly "Educational Review" number of THE SCHOOL JOURNAL, will be issued next week.

The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING AUGUST 25, 1900.

Boston's Shame.

THE SCHOOL JOURNAL's fight for the reinstallation of Mr. George H. Martin as supervisor of the Boston schools is receiving the hearty support of influential friends of education, many of whom have sent material to be used as ammunition. The need of persistent agitation was never greater. The partial victory marked by the election of Superintendent Seaver and Miss Arnold merely emphasizes the importance of pushing on to a complete re-establishment of justice and decency in the management of Boston school affairs. The immediate duty is the election of Mr. Martin. After that is accomplished the other things can be taken up one by one.

Here is an abstract from an editorial in the Boston *Herald* that ought to urge those interested in preserving the city's honor to prompt action:

"There can be no just opposition to Mr. Martin on the score of competence and fidelity. Indeed, he would be judged by most persons qualified to express a judgment in such a matter the most broadly and thoroly equipped member of the board of supervisors. His life has been spent in practical teaching and in the supervision of schools. He knows the Massachusetts public school system historically from its beginning more completely and accurately than probably any person in the state. His work on the subject is an authority. When he was put upon the board of supervisors it was deemed an exceedingly fit and fortunate appointment. He has won the confidence of the best teachers to an extraordinary degree, and of his associates as well. He is not only accomplished and capable, he is devoted to the cause. In his service he knows no politics, no favoritism, no prejudices. He has but one motive and one aim, the efficiency and advancement of the great public school system of Boston in the direction of the greatest advantage of the pupils, for whom this system is maintained at vast cost and labor. Why should he be singled out for especial humiliation and snubbing by the school committee? What good ends affecting the proper usefulness of the schools can be accomplished by such procedure? It is a question without an answer."

What such action does serve to do is this: It calls renewed and emphatic attention to the unfortunate attitude of some members of the committee who appear to be substituting personal and political motives for the legitimate aims of persons who hold this office of honorable trusteeship and authority. It confirms the suspicions already aroused regarding their disinterested fidelity. It is symptomatic of the revolutionary reaction they are believed to have in contemplation to make the school system a department of municipal politics, with all that this implies of injustice, intrigue, and debasement. Nothing is better understood by the public than the politician's theory of rewards and punishments. To the machine politician nothing is more offensive than the exercise of independence of judgment regarding interests which he designs reducing to subervience or exploiting for personal gain. In his view "the party organization" is everything, and to it all institutions that are susceptible of use to further political ends must be subordinated. Whoever stands in the way of such submission must be got rid of, and assuredly he will be got rid of on some pretext, or on no pretext whatever, unless the people exhibit a determined hostility to having their interests, and in the case

of the public schools, the highly important interests of their children, sacrificed to the ambition of public servants who aspire to be rulers and dictators in their sphere of brief authority.

The Halifax Convention.

From whatever point one may view the recent meeting of the American Institute of Instruction, it must be pronounced as unqualified success. Wise planning of the program provided for strong, dignified, and eloquent presentation of live and interesting educational themes. At the same time it allowed plenty of scope for outings and entertainments. The opportunity for an ocean trip and a pilgrimage thru the land of Evangeline, the ideal temperature for a full enjoyment of the sights in and around the old Garrison City, hotel accommodations, attendance, local interest in the proceedings of the convention, the fetes arranged for the visiting teachers—all contributed to make the occasion a memorable one. The officers of the association handled the complex work in a way that eliminated all undesirable friction and crowded the largest possible amount of instruction and enjoyment into the half week.

Mr. Stone proved an ideal presiding officer. His energetic, circumspect promptness in adjusting arising difficulties, and his never-failing geniality and tact gave a distinctive character to the meetings, so that it was a pleasure to be in attendance. The prevailing seriousness signified a deep interest in the proceedings and yet the sun was not shut out. Every session gave inspiration and satisfaction, and was of the kind that one leaves with the feeling he "wouldn't have missed it for anything."

Mr. Alvin F. Pease was busy from morning till night answering the thousand and one questions that are likely to occur to strangers in a strange land, besides attending to his arduous duties as treasurer of the institute.

The office of corresponding secretary was in good hands. Mr. Whitefield's labors were appreciated by everyone.

The addresses of welcome and the responses, with the lieutenant-general of Nova Scotia presiding and a military band playing "The Star Spangled Banner," "Rule Britannia," "The Maple Leaf Forever," and other national airs of the three great countries, opened the convention on Saturday evening. The freedom of Halifax and of Nova Scotia was extended by the premier of the province, the mayor of the city, the attorney-general, the provincial superintendent of education, and Archbishop O'Brien. The welcome was hearty and yet every address was characterized by that formality which makes one pity the speaker and feel like suggesting to him a few topics. "Our Fellows" stood out gloriously by contrast with the welcomers. Their responses were happy in vein and they said just the appropriate thing in the most graceful way.

President Stone's address was a masterpiece. In a delicate manner yet in a manly American spirit, he by his words won the good-will of all the Nova Scotians present in the large exhibition hall and assured a hearty local friendship for the American Institute.

No prestidigitator ever opened the eyes of the people before him with greater wonderment than did United States Consul Foster, of Halifax, when he quoted from memory long tables of statistics bearing upon education in the United States and Canada from Dr. Harris' reports and numerous other publications.

The humor of State Supt. W. W. Stetson's closing speech gave the audience abundant opportunity for hearty laughter and cleared their throats for "God Save the Queen," with which all meetings on British soil close. His chief topic was, "Remember the Maine." Since most Canadians are a little shaky on United States geography anyway, it is to be feared that the Pine-tree state will hereafter be considered the main thing in America. Maine, Mr. Stetson modestly suggested, furnished the

brains for all New England and thereby to the whole country. The predominance of shirt waists in the audience made him feel that he was "facing the World's fair." He did not do himself justice, however, in explaining that he was "the light-headed, heavy-footed tail to the kite of eloquence that had been soaring all the evening." He did not seem to mind it much and found it rather pleasant, as he put it, "to stand at the end of a long line of big men." He took the audience by storm and was cheered again and again. The effect of his eloquent presentation of the destinies of Great Britain and the United States furnished a fitting, thrilling close to the "welcome" session.

(Of other addresses delivered at the convention and the entertainment provided for her visitors by the city of Halifax mention will be made next week, lack of space precluding the publication of the complete report.)

Help the Whites in the South.

It would seem that the Northern states have very little reason for nursing self-complacency as regards their aid toward Southern education. Some brother or sister of the Pharisee of old will rise from time to time to say, "Behold how many dollars are going to the South to build up institutions of learning and spread the gospel of efficient preparation for the struggle of life!" To be sure many are offering financial support to help the negro, but what about the poor white people in the South? The N. E. A. at its recent convention at Charleston with all its eulogiums had not a word to say about the work for the uplifting of the neglected whites in the mountains, by the seashore and roadside, and elsewhere. That convention should have opened the eyes of all friends of education to the deplorable conditions in what is known as the black belt. The slogan should be made: "Extend a hand to the whites in the South as you do to the negro; rescue your unfortunate white brother from ignorance, and afford his children a chance to be well prepared for a successful grapple with the problems of life when they reach the age of self-support." Let it be known far and wide that with the exception of Vanderbilt university at Nashville, less than \$50,000 have been spent in twenty years in gifts for the white schools in the South. Here is a subject for serious thought and agitation.

Teaching Kindness.

Several teachers had been to a lecture on pedagogy and had stopped to look at some new books on education.

They fell into conversation. "Let me see," said one, "there is a Bird day, if I remember, coming soon; why not have a horse day and a dog day." This thought was taken up and discussed. The first speaker was a man of the old school; he considered any departure from teaching reading, writing, spelling, arithmetic, and geography as a waste of time. There was another of a more modern school who called attention to the founding of societies to encourage kindness to the horse as evidencing a growing interest in the welfare of animals.

Another of the party who had listened now entered into the conversation. "When I look back to my boyhood, spent on a farm, I see that one of the things that was not taught in those days was kindness; the teacher at the academy where I was fitted for college seemed totally oblivious to the tyranny that was practiced. He attended strictly to his business and left us to haze the new comers or bully the timid as much as we pleased. At home we were decidedly cruel to our horses and cows not from evil hearts but because it was the custom of those times. We needed humanizing; we needed to be made gentle and kind."

This showed the feeling of a man who estimated the results of culture above the products of memorizing facts from text-books. Numerous cases have come to light during the past year of school boys who have run away from home with revolvers and knives desirous of scalping

Indians; they had read books that pictured the delight of such an occupation. It is one of the things that has come down to us from the past—a desire to hurt even when there is no necessity for hurting whatever. The object of bird day is the encouraging of kindness towards birds, planting seeds of kindness towards all living things. "He prayeth well who loveth well both man and bird and beast," says Coleridge.

The teachers owe a debt of kindness to pupils that cannot be paid in one century, for the sufferings masters in past years have caused in their school-rooms. They did not mean to be unkind; it was the spirit of the age; it was the general practice to flog in the school-room. Why should not children be happy when they come to school? They should, and they should learn there to carry happiness to their homes. A teacher of a kindergarten lately said that it often took an entire year to train some pupils not to worry, trouble, or pick upon other pupils; they come with this habit fixed in them. This was the legacy of the home. The teacher must remember that the school is a Christian institution; it must breathe the spirit of Christ.

The One Great Mistake.

When a teacher has arrived at the stage where he "knows all about teaching" he should quit the school. The ablest teachers in this country are turning over educational questions in their minds all the time. Spelling, for example; it is a subject to be studied upon daily for years; one cannot say he knows how to teach it just because he can spell. Let no teacher then make the mistake of thinking he knows a great deal about teaching; there are very few who really do.

A superintendent of an important city hugged the delusion for many years that he understood education, because he could transact the routine business of his office; the board of education thought so too. Meanwhile the teachers, among themselves of course, declared that he had said all he could say on education long since. One of his speeches is recalled; the teachers were debating teaching, and he rose and said, "There is no mystery about this; teaching is causing a person to know, that's what it is," etc. It became tiresome to hear a man work off his platitudes so fluently.

One of the principals spoke of him facetiously as the "farrow cow;" the term reached the board and they began to make inquiries among the teachers. There was no complaint against him except his absolute inability to lead. Of course there are many on the school board that believed any good man was competent to be a superintendent; but the stone had been cut out of the mountain. The word had gone forth that a man must be secured who had made a special study of education.

Men as Teachers.

It is not a question of men *versus* women, as some would state it; it is whether a man can teach equally well, or preferably to a woman. Suppose he can teach equally well, will he be employed? We doubt it. Take Brooklyn for example there may be twenty-five women and one man set to teach one thousand children. On what basis are these women selected? Because they surpass the men and will take less money? No.

The authorities have concluded to employ men and women in that ratio. Now it is plain that only a certain percentage of men and women are teachers, just as a certain number are artists, preachers; not every one can teach. And there is no reason why there are not as many men out of a thousand who can teach, as there are women. It is undoubtedly a fact that too many women are teaching—or trying to teach. We have known of scores of instances of women who have said, "I would not teach a day, if I could find anything else to do."

To crowd out the men for the sake of giving the women employment is a real wrong to the children.

The best, those who like it, and are fitted for it, whether men or women, should be employed. The schools, especially the boy's schools, are suffering greatly for want of men as teachers. We do not say that men teach better; we say they teach differently, and that difference is worth a great deal.



Words, Words, Words.

In *McClure's Magazine*, for July, Marion Hill gives in a humorous way, some of the results of this word work. A ten-year old girl set to writing out the words of "America," produced the following:

My country, tissut the,
Sweet land of libert tea,
Of thee I sing,
Land where my father died,
Land where the pilgrims pried
From evry mountain side
Let fridmen ring.

My native country thee,
Land of the noble free,
Thy name I love.
I love thy rots and chills,
Thy woods and temper pills,
My heart with ratcher thrills,
Like that above.

Now possibly some reader may declare that her teacher was a very poor one, but does that follow? Does not society demand that the child should know "America?" And is not the language of "America" above the comprehension of children of ten? And is not much that is learned in Sunday-school of the same kind? We know of a child of eight who asked her mother, "What is in the miz?" On being asked to explain, she said over the commandment she was learning, "For in six days, &c., &c., the sea and all that in them is." She had pronounced it with the other children "in the miz," and now wanted an explanation. Unfortunately, few children rise to ask what this or that means; they go along as Isaac did up the mountain with Abraham, because told to.

For our part we do not find fault with the child, we find fault with society. Certain things must be learned in school, and if the children sing, "Oh, say does the star spangled banner get weighed," as this writer asserts, and commit other equally funny blunders, it doesn't matter so very much if they go to school long enough to learn better. But if they don't, what then?

Society demands that certain things be taught whether the children understand them or not. The writer visited an Indian school presided over by a good woman who was sent and supported by a church. The Indian youths were made to recite the Lord's Prayer and the Twenty-third Psalm which they understood as little as if given in the original tongues they were written in. But society (the church in this case), commanded that the Indians be taught these things, and this was the result. There will be crude and imperfect ideas any way, even if the teacher is a Pestalozzi or a Froebel; they will, however, give way in time. We knew of three children who visited an orphan asylum and seeing the children sit in seats one above the other, rise, sing, and march, imitated it at home for days under the name of "Awful Simon." What was a name to them?

The use of the blackboard has removed very much of the mystery that once hung around words. If "America" had been learned from the blackboard we doubt if the children would have conceived that the Pilgrims "pried."

But after all the teacher commands the situation. Marion Hill is to be thanked for pressing upon the attention that to deal in words is to deal in signs only and not ideas. The teacher must ask herself perpetually, Do the pupils understand the words they use? Teaching is a process that seems exceedingly easy; the pupil is to learn certain words and recite them. The mistake society is making is so to conceive of teaching. And the fact, is, there is an excessive quantity of such teaching in spite of normal schools, summer schools, and state and national conventions.

The Busy World.

Williams College has followed Harvard's example in omitting Greek as an indispensable prerequisite to admission. Those who wish the A. B. degree can do so if they present satisfactory qualifications in one of five groups of subjects. Greek is included in one of these groups, Latin in all five, German in two, and French in two. All the studies of the freshman year are prescribed; and in the sophomore year only six out of ten hours of work a week are elective; in the junior years six hours out of fifteen are prescribed. All students must attend upon nine-tenths of all college exercises. Williams is better off than most other colleges. The value of the buildings alone, at the present date, is \$603,000; the funds available in the form of scholarships and in other ways for the assistance of indigent but worthy students amount to nearly \$242,000.

Dr. Albert Leonard, until recently dean of the Liberal Arts college, and professor of pedagogy, Syracuse university, has gone to Michigan to take charge of the normal schools of the state. His new field of work is a splendid one for an educator of ambition and pedagogical resources. Syracuse university feels the loss keenly. The board of trustees recently adopted this minute:

"We have received with regret the resignation of Dean Albert Leonard, who has been identified with the educational work of our state for many years and with Syracuse university for the last three years. He has commanded the respect and affection of the trustees, students, and faculty of the university as well as of the citizens of Syracuse. By his fidelity to duty, his ability in administration, his loyalty to the university, he has manifested his fitness for the responsibilities which have been laid upon him. In leaving the university for another field of labor he bears with him our respect, admiration, and best wishes for future success.

WILLIAM C. WILBOR,
ABRAM I. DECKER,
Committee.

A time-limit incandescent lamp, which will burn for a predetermined number of hours and then go out, has been invented in Germany.

In the new electrical equipment of the elevated railway in New York no less than 800 horse power will be installed on each train, eight motors of 100 horse power each being used. These will be mounted under two cars of the six-car train (the front and rear cars) and will be controlled by the motorman from a single controller on the front platform.

According to the United States dispensatory saccharin is a sweet obtained from coal tar. One part of saccharin will sweeten quite strongly ten thousand parts of water. The taste is three hundred times more intense in sweetness than that of sugar. Saccharin is chiefly useful for replacing sugar in diabetes, obesity, and other diseases in which sugar is contra-indicated. If saccharin is to be rendered soluble in the system, two parts of it should be incorporated with three parts of plain soda. Even as a medicine, not more than twenty or twenty-five grains of it should be taken a day. Its sale in the United States is confined exclusively to prescriptions.

The application of the electric motor to small instruments continues to extend. It is now applied to surgical instruments, including the saw. A flexible shaft causes the saw to rotate at the rate of 2,200 revolutions a minute; a double push-button allows it to be instantly started or stopped. This saw has been used extensively in the larger hospitals of New York city, and has proved of value in severe operations where shock attending the slower-acting hand-saw has frequently proved fatal to the patient.

Of the many poems inspired by the South African war, the strongest one is no doubt the following, by Frederick Manley. It has never before appeared in print. It is

hoped that the lines on "the singer of the facile song," may come to Rudyard Kipling's attention. The poem was inspired by two brief newspaper items, one stating that "a solemn service of thanksgiving was held at Pretoria," the other announcing that "on the departure of the volunteers from Southampton prayers were offered for the success of the troops":

Prayers.

Lift not the voice of prayer,
Ye warring Parliaments!
For He that dwelleth in the firmaments,
The God of right that seeth everywhere,
He searcheth all your hearts and their intents;
He pierceth vells of worship hiding hate
And lust of blood and power insatiate;
He scorneth all the mockery of the prayer
That asketh *Him* to kindle cruel strife,
The Prince of Peace, the Lord of Love and Life!

O Hush, ye powers and parliaments!
The God ye worship is your own desire
Self-throned in the empty firmaments.

O Cease thy loveless little lays,
Thou singer of the facile song!
Lest human sorrow weave thee bays
Of Curses in the coming days,
And crown thee laureate of wrong.

Sing but the Empire of the Just and Good,
The conquests of the heart for human brotherhood,

Dear Gentle One who died for us,
Forgive the lies we lift to Thee,
Bear with us yet and pity us;
The mists of wrong are on our eyes,
And darkness, and we cannot see—
O Gentle One who died for us,
Be patient yet and make us wise,
Abide with thy humanity
Till thru the night of wrong and lies
Which self hath made, their eyes shall see
That wars and hatred re-create for Thee
The grief and bitterness of Calvary.

—FREDERICK MANLEY.

It is in the tundra or where it joins the beach that the easiest gold digging in the world is found at Cape Nome. 'Tundra' is the low ground lying between the mountains and the beach. It is marshy and covered with grass and moss during the summer, and it never thaws more than a couple of feet below the surface. The word is Russian and means low and marshy land. 'Tundra' differs from 'steppes' in this that 'tundra' is used to describe the low, flat, and ordinarily valueless land between two streams and is common along the coasts of Siberia and on the American side of the Bering straits. 'Steppes' originally meant a sandy desert, but, by long custom, it has come to mean grassy plains as well.

The assassination of King Humbert brought out the fact that a large colony of these enemies of society had established themselves at Paterson, N. J., and that the assassin himself had lived in that city. At first it was thought that international complications might result, but this is not very likely. These anarchists are just as much enemies to republics as they are to monarchies, and our government has therefore the strongest kind of a motive for not harboring them. Increased vigilance seems to be demanded, however, to keep out the lawless and criminal from across the ocean.

The sending of a Spanish warship to Barcelona to overawe the anti-tax agitators indicates to some extent the difficulties with which the government is struggling. While Spain had her colonial trade the export duty was paid without much protest. Since then, however, altho the government has declared repeatedly that the taxes could not be lessened or modified without endangering the national security, many prominent citizens have been brought before a military tribunal for refusal to pay taxes.

Baron Russell, of Kilowan, lord chief justice of England, who died on August 12, was the first Irishman that has ever held that office and the first Roman Catholic that has held it since the Reformation. Lord Russell made his greatest reputation before the Parnell commission of 1888-9. He was the leading counsel who defended Charles Stewart Parnell and other Irish members of Parliament against the charges of conspiracy brought by the *London Times*.

Human Hibernation in Russia.

Every one knows that bears and other animals hibernate—that is, they sleep thru the cold season. A case of human hibernation is reported by the *British Medical Journal*, among Russian peasants in the Pskov government. Not having provisions enough to carry thru the whole year, they spend one-half of it in sleep. At the first fall of snow the whole family gathers round the stove, lies down, and quietly goes to sleep. Once a day every one wakes up to eat a piece of hard bread, of which an amount sufficient to last six months has providently been baked the previous autumn. When the bread has been washed down with a draught of water, every one goes to sleep again. The members of the family take it in turn to watch and keep the fire alight. After six months of this reposeful existence the family wakes up, shakes itself, goes out to see if the grass is growing, and by-and-by sets to work at summer tasks.

The New German Cable.

The German government has sent the big cable ship *Anglia* to lay a cable from the American continent to the Azores; a line has already been laid from these islands to Emden. When this cable is completed it will be the first direct line to Germany. The line will start from Coney Island near the Oriental hotel. A short end about ten miles in length and four inches in diameter will connect with the deep sea portion which is two inches in diameter and 2,400 miles in length. This cable, which was all coiled up in the hold of the *Anglia*, ready for its place on the ocean bed, cost \$4,675,000. It consists of a copper wire over which there is a layer of gutta percha and then a layer of jute constituting the insulator. Outside of all is a steel wire casing to guard the insulated cable from the attack of marine animals, salt water, and other dangers of the deep.

China and the West.

The best accounts disclose that the Akkadians, a Turanian people who lived south of Babylon, migrated to the East and founded China 3,000 or 4,000 B. C. The present ruling dynasty is Manchu; it succeeded the Ming of which Hong Wou was the first; he died in 1398 and his tomb in Nankin is still to be seen. The Manchus (Manchuria) under the great leader Nurhachu in 1618 declared war against China and was quite successful (his tomb is at Mukden); in 1643, having learned how to make cannon, Peking was taken and Chitsou was made emperor; the people consented to wear the pigtail as symbol of their loyalty to the Manchus; this symbol in time became popular; the secret societies, however, cut it off and substituted a false queue.

In 1841 the Chinese became involved in war with the English—who acquired Hong Kong; the Russians have secured the Manchurian seacoast; the Japanese have gained Formosa; the Germans Kiao Chou; the English Wei-hai-Wei; the Russians the Liao-Tung peninsula; the French, important territory in the southeastern section. Let us wait and see what will be the result of the present unwise opposition to the foreigners. Plainly, China must yield to civilization; if she were as wise as the Japanese she might do it and survive the shock.

Longevity of Poets, Artists, etc.

A scientist has been investigating the relative longevity of poets, painters, and those engaged in learned professions. Among poets he finds that 46 lived, on an average, 66 years; Landor and Manzoni, who died at 89 are included in these; also Tennyson who died at 83,

Wordsworth at 80, Whittier at 85, Beranger and Browning at 87. Only seven of the forty-six writers failed to reach the age of forty.

A general summary of the group shows the following figures: Average age of 46 poets, 66; 39 painters and sculptors, 66; 30 musicians, 62; 26 novelists, 63; 40 men of letters, 67; 22 religious, 66; 35 women, 69; 18 philosophers, 65; 38 historians, 72; scientists and inventors, 72; 14 agitators, 69; 48 commanders, 71; 112 statesmen, 71; average, 68 years, 8 months.

Muir Glacier Not Destroyed.

The recent report that Muir Glacier had been destroyed by an earthquake is without foundation. There was a great upheaval, however, and huge icebergs were torn from the glacier and banked up in the sound, making navigation impossible within four or five miles of the deposit. In spite of this fact the glacier appears almost as large as ever and its beauty is much enhanced by the clearing away of the snow, so that the mass stands out like an enormous diamond, reflecting every shade of the seas and heavens from its brilliant sides.

Samoa Under United States Control.

The instrument of cession of Tutuila, one of the Samoan islands, to the United States was recently executed by the Samoan chiefs and United States officials. The document is in the Samoan language accompanied by a translation into English. It cedes to the United States government the islands of Tutuila and Mauna and all other islands, rocks, reefs, foreshores, and waters lying between certain degrees of latitude and longitude named. The importation of firearms, dynamite, or other explosives at the Tutuila naval station is forbidden and the natives are not allowed to obtain intoxicating liquors. Commander Tilley has handled the delicate task of annexation with tact and firmness, and chiefs and people seem to be entirely satisfied with the new arrangement.

Causes of the Chinese Uprising.

It is hardly fair to charge the Christian missionaries with causing the uprising in China, as was recently done. China had her political broils and rebellions long before Christianity was preached in the empire. One who is well acquainted with conditions in China sets down the following as the causes of the present outbreak:

First—Russia is suspected to be behind the present uprising by having encouraged the Boxers. If Russia could only get a foothold for her army she could move it southward until slice by slice all of China would be governed from St. Petersburg instead of Peking.

Second—The territorial aggrandizement and the commercial interests of the powers (except the United States, for we seek no Chinese territory, but only trade) that impel them to act in concert, and inadvertently to come to the rescue of Japan in checking the diplomacy of Russia in China, staying for the present Russia's territorial grabs, which policy is a menace to the future independence of Corea and Japan.

Third—China is badly governed, needing a strong central government; corruption in official circles; misused appropriations that should have gone toward public improvements and the army and navy; chronic rebellions in the provinces, and incapability or unwillingness to quash them by the Chinese authorities.

Fourth—Liberalism and enlightenment vs. conservatism and darkness. The ruling classes in China being the literati are opposed to the reform element that desires to adopt modern civilization and open up the country to develop its resources for the enrichment of the people. Associated with the conservative element are the Boxers, who are opposed to all modern civilization, enlightenment—all that is not Chinese—to everything foreign, whether it is commercial or religious. Then, too, hatred engendered by the United States having passed the Chinese exclusion act is another motive at the bottom of the present Chinese trouble.

Letters.

A Suggestion for Successful Teachers.

Some time since, in a letter from the editorial office of THE SCHOOL JOURNAL, I noticed these words: "Any suggestion that will make the paper more serviceable will be thankfully received." I pondered upon that a good deal; it had the right ring to it. I have often thought as I have had visitors in my school, that I would give a good deal if they would make some suggestion of improvement.

I have read THE SCHOOL JOURNAL for many years and feel that it has given me a clear insight concerning education. The tendency of all men is to become mechanical workers; to work out ideas is quite another thing from working out mechanical ends. And, again, working with ideas even for mechanical objects in view will give great results.

The suggestion I would make is this: Try to secure from successful, practical teachers clear statements of methods of implanting character. I am situated so as to see the work of several teachers, and I find that two graduates from the same college, both good scholars and both Christian men, will produce very different results. The pupils in A's room are orderly, exact, and full of interest, their parents are influenced tho they have not seen A. The general opinion, "We have an excellent teacher in Mr. A." In B's room they are restless, disposed to be cross and act as if a wrong was done them to keep them in; I have heard no praise of B, tho I have "fished" for it. At the outset I was prepossessed in B's favor.

Now is it possible to put down on paper the mode of procedure by which such men as A accomplish their wonderful results. If so, I wish THE JOURNAL would do it. I have hinted to him to write out the method by which he gets such good order; he does get it and easily.

As I expected, he said he was no writer, that there were books and papers that stated it far better than he could. I have the suspicion that the best teachers feel their way to success and cannot tell with exactness how they do it.

The article by Supt. Krebs which you published some time ago was very suggestive. I often think as a boy is sent to me for reproof, of Charles Reade's novel "Put Yourself in his Place." Would we do any better than most of the boys that are our pupils? This being the case I feel like saying and do say it, "Boys, you have done well to-day; I could not have done better, I thank you for having done so well." Yes, we must try to understand the boys. There is a tendency to child study and that has been a thing needed—but we also need youth study. Dr. Arnold wanted as teachers those who understood the boys. You see he was for boy study in his day.

In observing several class-rooms day after day, I note that some obtain results and at the same time the pupils are having a good time. It reminds me of a horse trainer I met some years ago; when he cracked his whip, his horse never feared it, but would walk right up to him. He told me he never struck a horse. "I let them know what I want them to do and they are glad to do it." I could hardly believe my ears, but that is what he said. I have pondered on the ways to apply that in teaching. I suggest it as a text for your ablest writers.

Cleveland.

D. H. WOOD.

Superficially Advanced Pupils.

A subscriber asked in THE JOURNAL some time ago for the experience of other teachers in dealing with pupils advanced into studies beyond their ability to pursue, and who refuse, with the sanction of their parents, to be turned back to where they rightfully belong. If all teachers have had my experience along this line and will

write it out as fully as I shall attempt, then will "Subscriber" be full indeed.

My first experience was five years ago with a young girl in Macon county, Ill., who, altho she had signally failed in central examination, seventh year work, insisted upon taking eighth year work. This I refused; she appealed to her parents, and I remaining obdurate, they went to the county superintendent, who came out and advised me to "double up" my little classes to let the girl have separate classes in the work she wished, as she might be made "a credit to both of us." I still refused. Result:—the girl fought me all winter, leading others into her fight; I finished the school under a cloud, while the superintendent has secretly hurt me whenever he has been referred to concerning me.

Last winter I went into the reputedly leading country school of Logan county, having a graduating class every two years, hit or miss—a would-like-to-be sort of country college. The class of two girls whom I found, could not read or spell; could not write a grammatical sentence, unless very short and simple—were really weak seventh year pupils crammed and carried up to the tenth year's work which they wished to graduate in. Refusing this at first, I, finally, profiting by my Macon county experience, consented that they should make the attempt, stipulating honest and thoro work. Of course they failed since they had no foundation upon which to base their advanced work. To illustrate: in computing the pressure of the atmosphere, they did not know the square inches in a square foot; nor the cubic inches in a cubic foot, while one, in computing the velocity of sound, actually told me, —and repeated it—that ten seconds made a minute.

Finding they could not pass if held to honest work, they quit the school, bringing charges against me to effect my removal for a more facile teacher.

Of course I was acquitted triumphantly, but with the result of leaving the school under a cloud which the superintendent takes no pains to remove.

Fellow teachers, was the game bagged worthy the hunt? Is honesty the best policy in the school-room? "You have hurt yourself, injured your school, and done the girls not one bit of good," tersely summarized an old teacher and ex-county superintendent to whom I referred the matter. Was it not right? E. F. COLWELL.

Illinois.

The Teacher Must Read.

I have retired from teaching but not from reading; I have read almost every number of THE SCHOOL JOURNAL since it was published, and I am still enthusiastic about teaching. I found last summer several teachers in New York state that had never heard there was such a man as Pestalozzi; two of these had been in normal schools, too! But they had not been in the Oswego normal school, for that owes its celebrity to being Pestalozzian.

As I journey about I see more plainly that the difference between teachers comes from their reading. I was in a village not a week ago and went into the school; teacher soon complained that his salary was too small. "Why not go elsewhere?" He did not know of a place. "Why not apply to a bureau?" He did not believe they could do much. "They can for good teachers." It turned out this man was not a subscriber to an educational paper.

I told him he must be up and around. Of the more than 25,000 members of the Brotherhood of Locomotive Engineers over 22,000 take the *Engineering Journal*. Of the 30,000 teachers in New York do 90 per cent. take an educational journal? No, and yet they are groaning for pensions! I read in *The Journal* the other day that the teachers came second in list of longest-lived persons, and yet they want pensions—that is those in the cities who get the biggest pay. If there is any pension, give it to the country teachers.

About ten years ago I came across a man in charge of a private school; he did not take an educational journal;

he was down on normal schools—that is, he declared there was no such thing as learning how to teach; but I see he is in charge of a normal school for all that.

Two weeks ago I stepped into a drug store in a smart town and asked, "What kind of schools have you?" I expected he would say, "The best in the world." That is the usual answer. But he said, "We have got a regular hustler at the head of our schools this year." I went there and found it even so. On his desk were all three of your papers. This man is a reading man. He knows more than any institute conductor I have seen. I shall see him in some place of importance yet.

HORACE MANN, JR.

Smoking Teachers.

The question, "Shall the teacher smoke?" ought to be taken up by every teachers' association. I was a pupil in a school where the teacher chewed tobacco, and I think he made a good many chewers; so of smokers, the boys think what the teacher does is just right, and so they smoke. It took me some time to get over the use of tobacco, probably three years, after I left that teacher; his example was a silent, but nevertheless effective influence. We have got to the stage where the teacher who drinks intoxicants finds it difficult to secure employment. Next will come the stage where the teacher must answer the question, "Do you smoke tobacco?"

I was in a railroad car some years ago with twenty others to attend the state meeting of teachers. Many of the male teachers spent the whole seven hours in the smoking car. I went forward and found a normal school principal enveloped in a blue haze. Going back among the ladies the matter was discussed; one young lady said, "When I was at the—normal school we thought ——— was perfect until we saw him smoking."

It is my experience that women lose their respect for principals and superintendents when they find they smoke; just why this is so I cannot tell; it seems to me they say, "You are not so high up as I thought you were." I know three principals who have given up smoking, saying nothing about it, and who have told me they were congratulated by their assistants in such a hearty manner that it affected them deeply. E. ASHLEIGH.

New York.

Arousing the People.

That a beginning only has been made must be apparent to all who know the real conditions of the schools in the rural districts. In the cities and larger towns there are pretentious buildings, but the buildings in the country are poor, and the salaries very meager. The remedy for this condition of things is in the hands of the teachers; they must arouse the people. Every teacher in a small town or village can have a meeting held to discuss education.

Such meetings should be addressed by those who can show that education pays in making people better and happier. A great many meetings have been held to point out ways to improve the social condition; tons of papers have been printed on that subject. But the way to improve people is to improve each *individual*, that will improve the *mass*. This is the office of education.

For many years the subject of education has been neglected as a theme for popular discussion, except in a few instances; at least, so it seems to me. I have heard of a man in Michigan who besides superintending the schools of a town of 8,000 people went out and spoke at thirty meetings during the year, the people filling the school-house on every occasion. He did not counsel the young man to go to college, but aimed to establish literary clubs and libraries. At these clubs papers were to be read on subjects and discussions had. I suggest that the N. E. A. take up this matter and get its members to go back to their localities to rouse the people to rise to a higher intellectual state; it is needed.

Rochester.

HEFFRON S. WARD.

The Educational Outlook.

Handy Men With Brains Are Needed.

CENTER LOVELL, MAINE.—Mr. Percival Chubb, of the Ethical Culture schools, New York, delivered a lecture on "Getting Educated," at the town hall, on August 14. The proceeds from the admission charges as well as from the sale of fancy articles which preceded the lecture went to the village library.

Mr. Chubb's talk dealt largely with the relation of the country schools to the city schools. He showed how the more advanced schools in all the towns are to-day endeavoring to give their pupils that sort of training which every farmer's boy gets without schooling. The constant aim is to make the pupil handy as well as brainy. The city child must learn to do things at school, or he never learns.

The country boy, on the other hand, is less in need of general manual training and elementary nature study. He becomes handy in the natural course of events. What the schools in the country ought to try to do is to make brainy as well as handy farmers. Most of the pupils must make their living from the farm or must emigrate to the city. If they are trained in the direction of scientific agriculture, they will not leave the farm. The rural school can do something of this work and ought to undertake it. Every district school-house might profitably have an acre or two of farm land on which the pupils could be taught the cardinal principles of modern agriculture. Manual training as practiced in the city school is impossible in the country, but manual training with an agricultural basis is distinctly a possibility.

School Museums in Chicago.

CHICAGO, ILL.—Traveling museums are to be a feature of the public school system. These will be made up according to the text-book scheme of lessons. If, for example, South America is being studied, a museum will be prepared for each country, containing specimens of the products, raw and finished, maps denoting where each is found, photographs showing the manner of getting and manufacturing each, and photographs of the people and their cities. Lantern slides and concise notes on the country will also form parts of the museum.

Yale Professors Travel.

NEW HAVEN, CONN.—Several Yale professors and undergraduates have taken a journey westward for scientific research. The party is under the general direction of Prof. E. C. Beecher, who succeeds Prof. O. C. Marsh as curator of the Peabody museum. The other members are: Dr. George F. Eaton, the botanist, Dr. George D. Seymour, expert in mechanical engineering, Ziegler Sargent, Henry H. and Charles Robinson, and Eugene Callahan, all undergraduates.

Among other sections, the homes of the ancient cliff-dwellers will be explored. One of the enjoyable features of the trip will be a visit to the Moqui Indians. The journey has been so timed that the party will arrive when the annual snake dance, witnessed hitherto by only a few white men, is taking place.

Good Results in Philadelphia Vacation Schools.

PHILADELPHIA, PENN.—The vacation schools closed with appropriate exercises in the various buildings on August 10. This year for the first time the schools were all run on one plan and under the management of a superintendent; the results produced satisfy even the most sanguine advocates of the system. Visitors in large numbers were present on the closing day and viewed with interest the work of the pupils. They were especially pleased with the exhibits of the sloyd department. Here the boys have been instructed in woodworking and the finished articles show excellent workmanship. The ladies appreciated the display of neat sewing in the housekeeping section. Those who visited the cooking school were treated to a luncheon prepared by the children.

The large daily attendance and the reluctance of the pupils to leave the work testify that the session has been one of pleasure as well as of usefulness to them.

Anniversary of Summer School of Languages.

AMHERST, MASS.—The summer school closed with a simple ceremony in celebration of the twenty-fifth anniversary of its establishment. Dr. Sauveur came to this country from France in 1870. The first season his summer school of languages was held at Plymouth. The next year German was added and the school was removed to Amherst. The following year the schedule included French, German, Italian, Spanish, Hebrew, Sanscrit, Greek and Latin. Of the twenty-five sessions half have been held at Amherst, the remainder being at Burlington, Vt., Oswego, N. Y., Exeter, N. H., and elsewhere.

Cuban Teachers Visit West Point.

Last Monday the Cuban teachers were taken to West Point for an outing. Supt. Frye was in charge. As the steamer sailed along the water front of New York crowds on passing

ferries, excursion steamers and on shore cheered and waved their handkerchiefs at the foreigners who quickly and fervently responded.

The trip up the Hudson was greatly enjoyed. At West Point carriages were waiting for the women of the party, many of whom, however, preferred to walk up the hill. Programs printed in Spanish, containing a list of the college buildings and some facts about the institution together with an invitation to make themselves at home, were passed to the visitors.

Col. Mills had ordered, for the second time in the history of the academy, a special dress parade. The other occasion was when Gen. Miles visited West Point. At four o'clock the steamboat left, reaching Brooklyn early in the evening.

Baltimore's Vacation Schools Close.

BALTIMORE, MD.—A diversion from the regular lessons marked the closing session of the vacation schools. The children were assembled in one of the large rooms and for their entertainment pictures were thrown upon a screen by means of a heliostat. Miss A. Grace Kennedy, the principal, gave an informal talk on the views shown.

After displaying a few foreign scenes, pictures of the places the children had visited during their excursions after materials for school work were exhibited. These pictures, which had been taken for illustrating the courses of streams and other physiographical features, were quickly recognized by the children to their great delight. There were several group pictures in which the teachers and their pupils were easily discernible and these brought shouts of pleasure from the audience. An exhibition of the work of the sketch class, of the class in modeling and of the classes in Venetian iron work closed the exercises.

The Christian Brothers and the Classics.

The final decision has been made and Latin and Greek will no longer be taught in any of the colleges conducted by the Christian Brothers in this country. This is the result of the controversy which has waged for several years between the American Brothers and their superiors in France over the question of classical teaching.

More than a century ago the order was founded in France by St. John Baptist de La Salle for the purpose of giving a Christian education to poor children. The Brothers were forbidden to teach the classics for fear that they might wander from La Salle's object in founding the college. Nevertheless, several years ago, the Brothers in this country established colleges for higher education, and Latin and Greek were introduced into the curricula.

The superiors having in mind always that the order was primarily for teaching poor children, opposed these colleges and issued a command to the Brothers here to cease teaching Latin and Greek. The command was resisted by the American Brothers and then ensued a long contest. The American Brothers drew up an appeal and having previously enlisted the interests of the archbishops of the United States it was presented to the Pope by the bishop of Nashville, Tenn. The general of the order and his counsellors in Paris were greatly incensed at this act of appealing over their heads to Rome. The matter was referred to a committee of cardinals. They decided in favor of adhering to the original work which La Salle designed for his order.

That the Christian Brothers in this country must submit to the decree of Rome is shown in a circular just issued by the Brothers in charge of La Salle college in this city which says:

"The Brothers of La Salle college present their kindest regards to their generous patrons, and take advantage of the present occasion to say that the teaching of Greek and Latin will be suspended for the future."

Free School Books at Fishkill Landing.

At the annual district meeting of Union free school district, Fishkill-on-Hudson, it was voted to provide free books for the pupils—the resolution of the board of education—stated the reason for asking for the passage was, that, "at the beginning of each session numerous children were unable to provide books promptly, with the result of losing time, and falling behind in the class, besides being an additional task and vexation to the teachers;" the subject of free books had been a mooted question in the board for a long time.

The principal of this school for the past four years was Mr. Lewis Nelson Crane, who left Fishkill-on-Hudson to take a position as vice-principal at the New Paltz normal. His successor is Mr. Herbert L. Wilbur. The district has over 600 pupils and engages 13 teachers besides the principal. The building and grounds are maintained in excellent order. At present the interior walls of the three-story school-house are being painted in colors, each room different. The selection of colors has been made with excellent taste. The members of the board give a good deal of time to personal oversight of all matters connected with the school and take a serious view of their trust. The people of the district appreciate this faithfulness and show it by keeping the members in service as long as possible. Out of nine members three have been on the board more than a dozen years each. At the last election everyone of the three outgoing members were re-elected.

In Superintendent Blodgett's City.

SYRACUSE, N. Y.—The official figures of the school report show that the attendance at the schools last year was large and that the schools were in a generally prosperous condition. The overcrowding of the high school demands an enlarged building capable of holding 1,500 pupils. Since 1870 the number of registered pupils in the city schools has increased from 8,042 to 20,761, and the number of teachers from 173 to 457. The number of children of school age has increased from 16,859 to more than 28,000. The average number of pupils to a teacher is thirty-six. The cost of school facilities is \$23 per pupil. The high school registration is 1,507. The average membership 1,223, and the average attendance 1,164. The night schools, five in number, have twenty-two teachers and 617 pupils.

Interesting Notes from Everywhere.

WAUSAU, WIS.—In the fourth annual report submitted by Supt. Karl Mathie, he recommends among other things a course in manual training and domestic economy in addition to commercial training already decided upon. A large increase in the number of pupils and consequently in the teaching force is noted.

BERKELEY, CAL.—Three graduates of the University of California, class of 1900, have been appointed to teaching positions in the Philippines by Supt. Fred W. Atkinson. Those selected are Miss Anna J. Neale, of San Diego, Ernest W. Oliver, of Los Angeles, and Maxwell L. McCullough, of Irvington.

A conference was recently held in Berlin for the discussion of reforms in higher education in Prussia. An important resolution was passed to the effect that the universities and technical high schools should be open to graduates of the gymnasias, realgymnasias and oberrealschulen alike. This provides for the students whose secondary school course did not include all the branches required for a certain profession.

The last public school at Honolulu in which the teaching was given in the Hawaiian language has been closed. All court proceedings must now be carried on in English and legal notices must be published in the same language.

CHICAGO, ILL.—The American Institute of Sacred Literature started by Dr. W. R. Harper, of the University of Chicago as a correspondence school for the study of Hebrew, some twenty years ago, now registers 6,000 students a year. These include ministers, college graduates, farmers, and even occasionally, a prisoner behind the bar.

BALTIMORE, MD.—The attendance at the Catholic Summer School held in the Blue Ridge mountains has been large. An interesting and varied program of lectures by well known specialists was presented. A notable feature of the session consisted in the table talks for teachers which followed the morning lectures. There was delightful social life among the students.

NASHVILLE, TENN.—Invitations have been issued for the exercises in celebration of the twenty-fifth anniversary of Vanderbilt university to be held October 21-23. Mr. W. K. Vanderbilt will at this time formally present the new Kissam hall to the university. Many noted speakers will be present.

Kimball Union academy, Meriden, N. H., has secured Ernest R. Woodbury, A. M., as principal, to succeed Mr. Cummings, who resigned to take a period of rest in Europe. Principal Woodbury is a graduate of the Castine, Me., normal school, and of Bowdoin college, 1895, and since graduation has been principal of the academy at Fryeburg, Me.

NEW HAVEN, CONN.—Dr. John P. Cushing, professor of history and political economy, in Knox college, Galesburg, Ill., has been elected principal of the Hillhouse high school. Professor Cushing is a graduate of Amherst and taught in Holyoke, Mass., high school for ten years, and he then spent several years in study abroad. Upon his return he became professor at Galesburg.

PLYMOUTH, N. H.—The annual midsummer session of the New Hampshire Summer Institute is being held here. Evening lectures are a feature and in this connection many names of New England's most prominent educators appear on the program.

RHINEBECK, N. Y.—Miss Heien Reed, a graduate of Vassar college, class of '86, has been unanimously elected a trustee of the Rhinebeck high school. She is the first woman in this county to be elected a member of a board of education.

The choice of Alexander T. Stewart as superintendent of the schools of Washington, gives general satisfaction. There is no doubt that the teachers will give him hearty support. He has long been regarded as the most popular of the supervising principals of the city and he is a thoughtful student of education.

Notes of New Books.

I. Pedagogy and Related Subjects.

Aspects of Mental Economy, an essay in some phases of the dynamics of mind, with particular observations upon student life in the University of Wisconsin, by M. V. O'Shea.—In this study the author maps out and works to some extent a field of investigation, observation, and reflection, which has heretofore received but slight attention, and that mostly in an incidental way, considered from the standpoint of Professor O'Shea. This standpoint, the author, coining a word, terms an "energeic" one; from it, a human being is regarded, for the time being, in the aspect of a "machine fashioned to do a given amount of work, depending upon the quantity of energy which may be utilized for this purpose." Every human being is the reservoir of a variable but limited amount of energy, on which draws every one of the phases of his activity, motor, intellectual, and emotional. After establishing the soundness of this proposition, chiefly by reference to the phenomena of fatigue, Prof. O'Shea applies himself to his task, which is "to examine the ways in which this energy can be most readily generated and wisely conserved so that it may be employed in profitable production of either a mental or physical sort."

The first part of this problem, to which most of the study is devoted, involves, of course, a consideration of the laws of nutrition, the composition of foods, their preparation for the table, the amount of different kinds of food to be eaten, the hours for meals, the relative cost of suitable dietaries, etc. Large reference is made to the works of Atkinson, Atwater, Jordan, Smith, Church, Kellogg, and other well-known authorities in this field. Due consideration is given, also, to the function of sleep, fresh air, and exercise, in the generation of energy.

In treating of the conservation of energy, the author points out many streams of energy required, or allowed, often unconsciously, to flow into unproductive effort, such as muscular tensions, observable in the various forms of "nerve-signs," which seem to be largely due in many cases to too much "egotistic-introspective thinking," which "irritates the nervous system, unloosing forces which should be securely held until their services can be profitably utilized." The character of pens, penholders, and pencils used, the position in sitting at one's desk, are also responsible for much useless drain on the nervous system. Improper functioning of the eye-muscles, and imperfect construction of the eyeball and lens, which are so common, give rise to a constant dissipation of nervous energy. The ordering of the daily activities, periods of study, sequence of studies, rest, exercise and recreation, is shown to be susceptible of great influence on the economical expenditure of energy.

Professor O'Shea issued to the students of the University of Wisconsin an extensive questionnaire on food, sleep, study, health, and related topics, and received a large number of replies. The data thus obtained were of little scientific worth, but enabled him to make more pointed and practical, for the college community in whose interest largely the work was published, the many valuable suggestions scattered thruout this essay.

As Professor O'Shea frankly says in his introductory chapter, some problems have been discussed in an inconclusive manner; some, even, have been simply opened up for further consideration later. Doubtless he would be willing to add that many problems which properly belong in the province which he has outlined have not even been stated. Within this province an almost virgin field awaits the investigator. I refer to the expenditure of energy thru habits of thought; habits of association and memory, habits of getting thought from things and from the printed page, and habits of expressing the same. This study would involve, of course, a study of the way in which such habits are formed and how they may be broken, matters of first importance to the teacher.

Professor O'Shea deserves much credit for presenting this new subject so clearly, for showing its importance so forcibly, and for his many practical suggestions. It is to be hoped that he will add to his contributions in this line, and that others will be moved to make studies in the same field. (Published as a *Bulletin of the University of Wisconsin*, No. 36, pp. 35-198. Price \$0.75; free to residents of Wisconsin. Address the Secretary of the Board of Regents, Wisconsin university, Madison, Wis.) F. E. SPAULDING.

A General Outline of Pedagogy; A Working Manual, by Ruric N. Roark, Ph. D. This outline has grown out of the author's twenty years' work with teachers in the class-room and in institutes. True to the title, it is an outline only, with references under each general topic. There are thirty-nine printed

pages, each one followed by three blank pages for notes. It is intended for the class note-book of normal school pupils; also for the "experience" book of teachers. The author evidently had in mind especially the country school teacher. He outlines very fully the hundred and one practical problems which the teacher must solve aright, if she would succeed; but it does seem as tho the teacher's common sense, supplemented with a little experience, should be relied on as a safe guide in such weighty matters as: "Application for a School by Proxy;" "Securing a Boarding Place," "Should Visitors be Present the First Day?" "The Water-Bucket when kept in the Room. (Why?)" etc. A couple of pages is given to an outline of psychology as the basis of method, which is followed by an outline of methods commonly used in the different subjects. This "Outline of Pedagogy" no doubt meets the requirements of its author, and proves of much service in his classes. One with somewhat different ideas of pedagogy, however, would prefer a different outline. (Published by the author, Lexington, Ky. 1900.) F. E. S.

A Manual of Personal Hygiene, Edited by Walter L. Pyle, A. M., M. D., Assistant Surgeon to Wells Eye Hospital, Philadelphia; with six other contributors.—The object of this manual is to set forth plainly the best means of developing and maintaining physical and mental vigor. The various functions of the body are treated in order, beginning with digestion; the proper foods are considered, the best time for eating, and the various conditions which are essential to proper nutriment. This function is the basis of health, since no energy can be given out by the body in the form of work except it first come to the body in the form of food. Following this, the skin, vocal and respirative apparatus, the ear, the eye, and the nervous system are all considered in order. Special stress is laid upon the care which should be taken of each organ to preserve it in a condition to do most efficient service. The means of protection against germ diseases, particularly tuberculosis, are clearly indicated, and the reasons why these are preventable diseases are fully brought out. Personal duty demands the proper protection. A most valuable feature of the manual is the explicit directions given for the proper care of the ear and the eye; and the conditions which demand the use of spectacles, as well as the proper selection of those which are suitable, are clearly given. The book is certainly valuable for use both in the school and in the family. (W. B. Saunders & Company, Philadelphia. Price, \$1.50 net.) L. R. F. G.

II. Literature and History.

The Christ of Cynewulf: A Poem in Three Parts, the Advent, The Ascension, and the Last Judgment, edited with an introduction, notes, and glossary, by Albert S. Cook, professor of the English language and literature in Yale university, The Albion Series, to which this volume belongs, will comprise the most important Anglo-Saxon and Middle English poems in editions designed to meet the wants of both the scholar and the student. In the introduction is given an exhaustive study of Cynewulf and of the religious beliefs and practices on which the poem was founded, together with grammatical and other helps. For those who wish to drink from the fountain head of our language the book is of great value. (Ginn & Company, Boston.)

The History of Language, by Henry Sweet, M.A. The Simple Primers, of which series this little book forms a part, are intended to give condensed information introductory to great subjects, written by leading authorities, adapted at once to the needs of the general public, and forming introductions to the special studies of scholars and students. In the first part of this book are given a definition of the science of language, its scope and methods, and the life of language generally. The second part contains a sketch of that family of languages the Aryan or Indogermanic—to which English belongs, together with a discussion of its affinities to other families of languages. (The Macmillan Company, New York.)

Tennyson's Princess edited with introduction, notes, and analytic questions by L.A. Sherman, professor of English literature in the University of Nebraska. This edition of Tennyson's great poem will be found satisfactory to the student or the general reader. The introduction which is very scholarly and helpful, points out in the clearest possible way the difference between poetry and prose. The book contains a frontispiece portrait of Tennyson. (Henry Holt & Company, New York.)

The Story of Ulysses, by M. Clarke. Few books published today are more interesting to children than the story of this Greek hero. In this volume is related in simple narrative the misfortunes and wanderings of Ulysses after the siege of Troy.

The story is frequently interspersed with quotations from Bryant's and Pope translations, which lend an additional charm. There is also an interesting sketch of the famous siege of Troy and of the cause which led to it, thus rendering the story still more intelligible. It will be of great advantage to make children familiar with one of the most perfect pieces of literature which the world has ever seen, and we earnestly hope that it will be widely read. (American Book Company, New York. Price \$0.60.)

The History of Henry Esmond, Esq., a Colonel in the Service of Her Majesty, Queen Anne, Written by Himself, by William Makepeace Thackeray, with an introduction and notes and with seventy-six illustrations by George Du Maurier and others. This story is held by competent critics to represent the culmination of Thackeray's genius. It shows a firmness of touch and a concentration of character and action not encountered in so marked a degree anywhere else in his works. Mr. Trollope once told the author that it was not only his best work, but so much the best that there was none second to it. Thackeray has caught the spirit of the age of which he wrote, for he was saturated with the literature and history of the period. The book is a quintuple number (140) of the Riverside Literature series. (Houghton, Mifflin & Company, Boston. Price, \$0.60.)

Ivanhoe: A Romance, by Sir Walter Scott, edited, with introduction and notes, by Porter Lander MacClintock, A. M., instructor in the University of Chicago. In this story, as every one knows, is a picture of life and manners in the middle ages when chivalry was at its height. It is probably the most popular of Scott's romances; it appeals especially to the imagination of the young and hence is peculiarly adapted to a series such as Heath's English Classics. The glossary and notes are not intended to be a substitute for the ordinary reference books; the student will need to consult his dictionary, his history, and his maps for many matters. The book has a portrait of Scott and many other illustrations. (D. C. Heath & Company, Boston. Price, \$0.50.)

The Ivanhoe Historical Note Book Series: Part 1, the United States. The use of the note book in connection with the outline map will help to place the unity and continuity of historic events vividly before the mind. Some pupils, however, are unable to draw the required maps; others are able to draw them but spend too much time in non-essentials. To remedy these defects and at the same time to furnish a series of outlines suitable in character and size, together with sufficient blank spaces for notes on the daily lessons, all bound in permanent form, the Ivanhoe Historical Note Book Series was prepared. The first one, relating to the United States, contains forty-seven outline maps with alternate blank pages. (Atkinson & Mentzer, Chicago.)

Topics on Greek and Roman History, intended for use in secondary schools, by Arthur L. Goodrich, of the Free academy, Utica, N. Y. The list of topics presented here is the result of many years' experience in teaching ancient history in classes preparing for college entrance examinations. Having proved very useful in his classes it will surely be valuable to other teachers. It presents a full and systematic scheme for the study of Greek and Roman history by the topical method; it is adapted for use in accordance with the latest recommendations of educators and the entrance requirements adopted by the leading colleges. The references are plain and ample, but not so precise as to prevent the student from learning to find his own way in books of reference. With few exceptions the topics are adapted either to fluent recitations or written exercises. A few changes only are necessary to adapt the topics to younger classes, while the "Topics for Special Investigation" provide more serious work for those who are willing to undertake it. Many will make use of the list of historical fiction, tales, poetry, and drama inserted near the end of the volume. (The Macmillan Company, New York. Price, \$0.60.)

Pimples on the face are not only annoying but they indicate bad blood. Hood's Sarsaparilla cures them by purifying the blood.

THE SCHOOL JOURNAL

(Established 1870), published weekly at \$ 2.00 per year, is a journal of education for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish THE TEACHERS' INSTITUTE, monthly, \$1 a year; THE PRIMARY SCHOOL, monthly, \$1 a year; EDUCATIONAL FOUNDATIONS, monthly, \$1 a year; OUR TIMES (Current Events), semi-monthly, 50 cents a year; ANIMALS, monthly, \$1.50 a year; and THE PRACTICAL TEACHER, monthly, 30 cents a year. Also Books and Aids for teachers. Descriptive circular and catalog free E. L. KELLOGG & CO., 61 E. Ninth Street, New York

The
Dun
ber
in J
me
in A
in 2

Two
n
a

W
Sc
tio
ac
it
be
thi
th

a
ci
be
w
of

ro
la
p
n
n
ra
p

2
E
b
p

t
c
t
S
A
i

THE SCHOOL JOURNAL

NEW-YORK-AND-CHICAGO-

[Entered at the N. Y. P. O. as second-class matter.]

Published Weekly by
E. L. KELLOGG & CO.,
 The Educational Building,
 61 E. NINTH STREET, NEW YORK.
 267-269 WABASH AVE., CHICAGO.

THE SCHOOL JOURNAL, established in 1870, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated, of from forty-four to sixty pages each, with cover, a summer number (eighty-eight pages) in June, a private school number in September, a Christmas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

SUBSCRIPTION RATES.

Two DOLLARS a year in advance. One dollar for six months. Single copies, six cents. School board numbers, ten cents. Foreign subscriptions, three dollars a year, postage paid.

ADVERTISING RATES

Will be furnished on application. The value of THE SCHOOL JOURNAL as an advertising medium is unquestioned. The number and character of the advertisements now in its pages tell the whole story. Circulating as it does among the principals, superintendents, school boards, and leading teachers, there is no way to reach this part of the educational field so easily and cheaply as thru its columns.

Literary Notes.

Miss Ina Russell Warren has collected a number of lyrics and love poems by ancient and modern poets into a volume bearing the title of *In Cupid's Court*. It will be daintily illustrated under the care of the publisher, R. H. Russell.

Brown of Lost River is the title of a new romance of ranch life described as a singularly vivid and fascinating story of the plains. The author is Mrs. Mary E. Stickney, formerly of Massachusetts, but who is now the wife of a bank president in Colorado. D. Appleton & Company are the publishers.

A new novel by Cutcliffe Hyne called *The Filibusters* and one by Sir Walter Besant, *The Fourth Generation*, will soon be published by Frederick A. Stokes Company.

Coming at an opportune time in the interest awakened in China, is a beautiful color book about the little Chinese children to be published by R. H. Russell, N. Y., in September, under the title of *The Moon Babies*. Miss Helen Hyde, whose charming drawings are reproduced in colors in

black and white, has captured the oriental fun, fancies, and costumes of the quaint little people, and Miss G. Orr Clark tells all about them in jingling verses which cannot fail to interest the more fortunate young people on this side of the earth, as well as their elders.

The September number of the *New Lipincott Magazine* will contain for its complete novel a clever society sketch by Thomas Cobb, an Englishman who is much appreciated abroad. For short stories there is one of Cy Warmar's popular railroad stories and others by Rev. Cyrus Townsend Brady and R. V. Risley. One important paper is by Henry S. Pancoast, "Young America at the Gates of Literature." There is found good and abundant verse in this number by well-known poets.

W. A. Fraser's first of a series of stories about animals will appear in the *Saturday Evening Post* of September. This series is entitled *Moosua of the Boundaries* and abounds in curious bits of wood lore and little-known facts about the moose, beaver, bear, lynx, fox, and wolf.

The August *Century* is out of print, as the result of the popular interest in Miss Runkle's historical romance, *The Helmet of Navarre*, which begins in this number. As a rule, the critics hesitate to pronounce judgment on a novel when only one installment of it has appeared; but in this case an exception has been made, and a chorus of praise has greeted the new story.

Doubleday, Page & Company have in preparation a book of great value and interest to all lovers of antique furniture, which will be published under the title, *The Furniture of Our Forefathers*, describing the colonial furniture brought to America up to about 1840, and manufactured in this country before the machine made black walnut article made its appearance. The illustrations will be beautiful and elaborate, and will be taken from photographs especially made for the book through the South, New England, and wherever original pieces of genuine and historic furniture could be found. The writer of the book, Miss Singleton, has traveled over the ground many times in her researches, interviewing the families or collectors possessing unusual pieces. Mr. Russell Sturgis will contribute critical notes describing the plates, which will be valuable to the collector and student.

The September *Scribner's* will be an interesting issue of that always popular magazine. The author of *The Workers*, Walter A. Wyckoff, will give an account of his journey to the far North with one of the Peary relief expeditions. John Fox, Jr., the Kentucky novelist, will describe an amusing fishing trip which he made in the

Kentucky mountains. Mr. W. D. Howells contributes some personal recollections of James Russell Lowell. Gen. Jacob D. Cox accounts the displacement of Gen. Rosecrans and the putting of General Grant in chief command during the Chickamauga campaign.

Frederick A. Stokes Company will publish Anthony Hope's new novel, *Quisante*, early in September. The story presents many phases of social and political life in England, and especially in London at the present day.

Joel Chandler Harris will furnish the introduction to *Down South*, a book of reproductions of Rudolf Eickemeyer, Jr.'s beautiful photographs of picturesque negro life, which will be published early in the Fall. Mr. Eickemeyer, who is a member of the Camera Club, and has won enviable fame with his artistic photography, has also contributed a series of remarkable pictures of "truly children" to make an attractive book called *In and Out of the Nursery*. The verses and songs by Eva Eickemeyer Rowland are merry and rollicking, and written about the real children in the pictures, for children and lovers of children. Both books are to be beautiful in make-up, and will come from the publishing house of R. H. Russell, New York.

The Lane That Has no Turning is the title of a new book by Mr. Gilbert Parker, which will be published by Doubleday, Page & Company in the Autumn. It is a dramatic story of Quebec, Mr. Parker's favorite literary hunting-ground, and will be the first book published by Mr. Parker since 1898.

The Melon Farm, a posthumous work of the late Maria Louise Pool, has been published by the Harpers. This last book from the pen of Miss Pool will be eagerly read by her many American admirers. *The Melon Farm* is a story of an opera singer who loses her voice at the outset of a promising career.

Reduced Rates to Chicago via Pennsylvania Railroad.

On account of the Thirty-fourth Annual Encampment of the Grand Army of the Republic, to be held at Chicago, August 27-31, inclusive, the Pennsylvania Railroad Company will sell excursion tickets from points on its line to Chicago, at rate of single fare for the round trip.

Tickets will be sold on August 25, 26, and 27, good to return until August 31, inclusive; but by depositing ticket with agent at Chicago prior to noon of September 2, and the payment of fifty cents, return limit may be extended to September 30, inclusive.

NEW AND IMPORTANT HISTORIES.

AMERICA'S STORY FOR AMERICA'S CHILDREN

By MARA L. PRATT.

The story of America's History from the voyage of Leif Ericson to the end of the Civil War is simply and charmingly told in a manner that catches and holds the attention of children in the third and fourth year classes. The sixty illustrations are historically accurate; four in colors. Cloth, 132 pages. Price, 35 cts.

AN ELEMENTARY HISTORY OF THE UNITED STATES

By ALLEN C. THOMAS.

It is the aim of this work to present the main facts of our country's history in such a way as to attract and interest pupils in the earlier grammar grades. With this object in view most of the book has been given to biographical sketches of the makers of our country. Beautifully illustrated from authentic sources. Cloth, 338 pages. Price, \$1.00.

HISTORY OF THE UNITED STATES

By ALLEN C. THOMAS.

A new and revised edition of this well-known history, with an added chapter on the Spanish war, bringing the narrative down to January, 1900. The work is accurate, interesting, and just. Cloth, 542 pages. Price, \$1.00.

Catalogue and Circulars Free on Request.

D. C. HEATH & CO., Publishers, Boston, New York, Chicago.

"Think of Ease But Work On."

If your blood is impure you cannot even "think of ease." The blood is the greatest sustainer of the body and when you make it pure by taking Hood's Sarsaparilla you have the perfect health in which even hard work becomes easy.

Hood's Sarsaparilla
Never Disappoints

ST. DENIS HOTEL

Broadway & Eleventh St., New York.

(Opposite Grace Church.)

Conducted on European Plan at Moderate Rates.

Centrally Located and most convenient to Amusement and Business Districts.

Of easy access from Depots and Ferries by Broadway Cars direct, or by transfer.

WM. TAYLOR & SON, - - Proprietors.

CONTINENTAL HOTEL PHILADELPHIA.

AMERICAN AND EUROPEAN PLANS.

By recent changes every room is equipped with Steam Heat, Hot and Cold Running Water and Lighted by Electricity.

500 Rooms. Three New Elevators.

ROOM, WITH BOARD.....\$2.50 and Upward

ROOM, WITHOUT BOARD...\$1.00 and Upward

ROOM, WITH BATH, AMERICAN, \$3.00 and Up.

ROOM, WITH BATH, EUROPEAN, \$2.00 and Up.

Steam Heat Included. L. U. MALTBY.

At the End of Your Journey you will find it a great convenience to go right over to

The GRAND UNION HOTEL

Fourth Ave., 41st and 42d Sts.

Opposite Grand Central Depot, New York

Central for Shopping and Theatres.

Baggage to and from 42d St. Do. of free.

Rooms, \$1.00 per day and Upwards.

BLACKBOARD STENCILS

are the cheapest, handiest, most satisfactory means of illustration in school. Our list comprises over 500 subjects. Send 10 cents in stamps, and we will send you two samples for trial—a map of North America and a drawing or language lesson—together with catalog containing complete list.

E. L. KELLOGG & Co., 61 E. 9th St., N. Y.

OUR NEW CATALOG

is just issued. No such fine catalog of teachers' books was ever before issued. It describes the best books on Methods, Pedagogy, Recitations and Dialogs, Questions and Answers, Supplementary Reading, Blackboard Stencils, etc., etc.

100 pages. It is free to all interested. Write us if you would like it.

E. L. KELLOGG & CO. 61 E. 9th St., N. Y.

A Sure Relief for Asthma.
KIDDER'S PASTILLES.
Sold by all Druggists.
STOWELL & CO.
Charlestown, Mass.

READERS will confer a favor by mentioning THE SCHOOL JOURNAL when communicating with advertisers.

Interesting Notes.

Destruction of Shade Trees.

Some of New Haven's elms are said to be in danger of extermination from unexpected causes. It has been found that the leakage from gas mains has saturated the ground with gas, injuring the roots of the trees by its poison, and causing a condition of decay. The department of public works has also found that one of the finest elms in the square that bounds the Yale campus, two others in front of ex-Mayor Sargeant's homestead, and one in front of St. Thomas's church, are dead, and it is said that inasmuch as steel cleats are fastened to each of the trees to support the trolley wires in the street, charges of electricity passing thru them have killed the trees.

New Sleeping Car Line between Chicago and Mason City, Iowa.

The Chicago & Northwestern Railway announces the establishment of a thru sleeping car line between Chicago and Mason City, Iowa, via its new line from Belle Plaine. Thru-sleeper leaves Chicago 5:30 P. M. daily, arrives Mason City 7:00 A. M. Leaves Mason City 8:00 P. M., arrives Chicago 7:42 A. M. daily. Train leaving Chicago 10:30 P. M. daily will have thru connections for Mason City daily except Saturday. Thru tickets can be obtained of all principal agents.

\$31.50 Round Trip to Denver, Colorado Springs and Pueblo,

From Chicago via Chicago, Union Pacific and North Western Line, August 21, September 4 and 18, good returning until October 31. Also very low rates on the same dates to Glenwood Springs, Ogden, Salt Lake City, Hot Springs, Deadwood and Rapid City, S. Dak., Casper, Wyo. Quickest time. Best service. All agents sell tickets via Chicago & North-Western Railway. For full particulars, address H. A. Gross, 461 Broadway, New York city.

One Century's Growth.

There were but 5,300,000 people in America when this century opened. France had five times as many people; Germany, and even Austria, had four times America's population; Italy had three times as many, and so had Great Britain. Even Spain had double our number of people, and little Portugal was almost our rival in numbers. We have more people now than any European nation except Russia, which alone leads us. We have as many people as live in all Great Britain and France combined. We have one half more people than Germany. We have, practically, 77,000,000 people in the United States, and 10,000,000 more in our new possessions.

The Exposition a Fizzle.

Paris has been such a successful exposition city that the idea of failure for the present exposition never presented itself. From the start, however, the show has been a failure, and it is now developing into almost a fiasco. Many of the buildings were not near finished on the opening

THE MUTUAL LIFE INSURANCE COMP'Y

OF NEW YORK.

RICHARD A. McCURDY, - President.

"The Greatest of All the Companies."

Assets, \$301,844,537 52
Insurance and Annuities
in Force, 1,052,665,211 00

The Mutual Life Insurance Company issues every form of policy at the lowest rates commensurate with safety.

E. FABER.



..LEAD PENCILS..

THIS entire building and two annexes are devoted exclusively to the work of the

New England Conservatory of Music, Boston, Mass.

Accessible to musical events of every nature. The best masters in music, elocution and languages that money can command.

GEO. W. CHADWICK,
Musical Director.

Prospectus sent free.

Address Franklin Square, Boston, Mass.



GOOD SERVICE
IS A GREAT ENCHANTMENT.
Those who have used SAPOLIO in house-cleaning know it's service is like magic. Try a cake of it at once.

DREXEL INSTITUTE

PHILADELPHIA.

COMMERCIAL COURSE FOR TEACHERS.

THE pressing need in connection with the new and rapid growth of commercial education in the public schools and academies of this country is thoroughly trained teachers. To meet this demand, a course of instruction in the commercial branches has been organized in the

Department of Commerce and Finance, Drexel Institute

The Course includes Commercial Geography, History of Commerce, Commercial Law, Banking and Finance, and the English and Spanish Languages, in addition to the practical subjects of Book-keeping, Accounting, and Industrial and Commercial Arithmetic, essential to a complete commercial education.

Applicants must have at least two years' experience in general teaching, or have been graduated from a normal school of approved standing

The Course can be completed in one year. Circulars can be had on application to the Registrar of the Institute.

JAMES MACALISTER, LL.D.,
President.

A Skin of Beauty is a Joy Forever.

Dr. T. FELIX GOURAUD'S

Oriental Cream, OR MAGICAL BEAUTIFIER.

Removes Tan, Pimples, Freckles, Moth-Patches, Rash and Skin diseases, and every blemish on beauty and defies detection. On its virtues it has stood the test of 52 years; no other has, and is so harmless we taste it to be sure it is properly made. Accept no counterfeit of similar name. The distinguished



Dr. L. A. Sayre said to a lady of the haut-ton (a patient): "As you ladies will use them, I recommend 'Gouraud's Cream' as the least harmful of all the skin preparations." One bottle will last six months using it every day. GOURAUD'S POUDEUR SUBTILE removes superfluous hair without injury to the skin.

FRED. T. HOPKINS, Prop'r.
37 Great Jones Street, New York.

For sale by all Druggists and Fancy Goods Dealers throughout the U.S., Canada and Europe. Also found in N. Y. City at B. H. Macy's, Wanamaker's and other Fancy Goods Dealers. Beware of Base Imitations. \$1.00 Reward for arrest and proof of any one selling the same.

FRENCH

BERCY'S TEXT-BOOKS for Teaching French

are used everywhere. Send to the publisher for copies for examination.

WILLIAM R. JENKINS,

831 & 833 SIXTH AVENUE, - - NEW YORK.
Complete catalogue on application.

FRANKLIN COLLEGE

New Athens, O.
76th Year.
Sent out U. S. senators, governors, and 80 ministers.
186 a year; books free; 8 courses; no saloons; catalog free, with plans to care funds at home.
W. A. WILLIAMS, D.D., Pres.

day, and their completion has dragged wearily. The attendance has been disappointingly small and the exhibitors who thought to make a good speculation by selling their wares are many of them bankrupt. A special series of fetes has now been decided on, in an attempt to attract the crowd which has been conspicuously absent lately.

New Atlantic Cable.

August 3 the new cable of the Commercial Cable Company was formally opened for business. This line connects New York and the island of Fayal, in the Azores, from which point an already existing line completes connection to Portugal. Hitherto we have had no direct communication either with the Azores or Portugal. On the opening of the cable a message was sent to the king of Portugal from President McKinley congratulating that monarch on the completion of the new line of connection, to which the king sent a complimentary response bespeaking the prosperity of the United States.

High Buildings in Rome.

Lanciani has shown that a law was passed in Rome at the time of the Caesars restricting the height of the fronts of buildings to 60 feet. Augustus, Trajan, and Nero, regulated the heights of buildings. Augustus fixed the height at 70 feet, Trajan at 60 feet, and Nero at the same height.

Gettysburg, Luray, Washington.

Personally-Conducted Tour via Pennsylvania Railroad.

Over the battlefield of Gettysburg, thru the picturesque Blue Mountains, via Hagerstown and Antietam, and down the beautiful and historic Shenandoah Valley to the unique Caverns of Luray; thence across the rolling hills of Northern Virginia to Washington, is the route of this tour—a section of the country intensely interesting from both a historic and a scenic standpoint.

The tour will leave New York 7:55 A. M., and Philadelphia 12.20 P. M., Saturday, September 15, in charge of one of the company's tourist agents, and will cover a period of five days. An experienced chaperon, whose especial charge will be unescorted ladies, will accompany the trip thru-out. Round-trip tickets, covering transportation, carriage drives, and hotel accommodations, will be sold at the extremely low rate of \$25 from New York, \$24 from Trenton, \$22 from Philadelphia, and proportionate rates from other points.

For itineraries and full information apply to ticket agents, Tourist Agent, 196 Broadway, New York; 789 Broad Street, Newark, N. J.; or address Geo. W. Boyd, Assistant General Passenger Agent, Broad Street Station, Philadelphia.

Reduced Rates to Detroit via Pennsylvania Railroad.

For the Biennial Conclave, Knights of Pythias, at Detroit, August 27 to September 1, the Pennsylvania Railroad Company will sell excursion tickets from all stations on its line to Detroit, at rate of single fare for the round trip.

Tickets will be sold on August 25, 26, and 27, good to return between August 28 and September 5, inclusive; but by depositing ticket with joint agent at Detroit not later than September 1, and the payment of fifty cents, return limit may be extended to September 14, inclusive.

Rest and Health for Mother and Child.

Mrs. WINGLOW'S SOOTHING SYRUP has been used for OVER FIFTY YEARS by MILLIONS OF MOTHERS for THEIR CHILDREN WHILE RESTING WITH PERFECT SUCCESS. IT SOOTHES THE CHILD, SOFTENS THE GUMS, ALLAYS ALL PAIN, CURES WIND COLIC, and is the best remedy for DIARRHOEA. Sold by Druggists in every part of the world. Be sure and ask for "Mrs. Winglow's Soothing Syrup," and take no other kind. Twenty-five cents a bottle.

THE GREAT AMERICAN TEA CO.

Agents make

25 Per cent.

Commission

by getting orders for our

TEAS, COFFEES,
EXTRACTS
SPICES and
BAKING POWDER

SPECIAL PRESENTS

or checks. Freight paid. Send for new terms—FREE.

THE GREAT AMERICAN TEA CO.,
P. O. Box 289, 31 & 33 Vesey Street, New York.



Pears'

The more purely negative soap is, the nearer does it approach perfection.

Unless you have used Pears' soap you probably do not know what we mean by a soap with no free fat or alkali in it—nothing but soap.

All sorts of people use it, all sorts of stores sell it, especially druggists.

MENNEN'S BORATED TALCUM
TOILET POWDER

A Positive Relief for PRICKLY HEAT, CHAFING, and SUNBURN, and all eruptions of the skin.

"A little higher in price, perhaps, than worthless substitutes, but a reason for it." Removes all odor of perspiration. Delightful after shaving.

Sold everywhere, or mailed on receipt of 25c. Get Mennen's (the original), Sample free. GERHARD MENNEN CO., Newark, N. J.

Every Primary Teacher

Every Grammar-Grade Teacher

Every Country-School Teacher

who does not own and has not read over and over again these three great books has missed and is daily missing the wisest directions, the best inspiration, the most direct and practical help that can be given to the teacher's work:

PARKER'S TALKS ON TEACHING.

The best statement of the methods of the new education that has been made or probably ever will be. Price, 90c., postpaid.

PAGE'S THEORY AND PRACTICE OF TEACHING.

One of the greatest books on teaching of all time. Almost everybody has it. Our edition is best and cheapest. Price, 64c., postpaid.

PAYNE'S LECTURES ON EDUCATION.

The clearest statement in any book of the great educational principles that underlie an correct teaching. Price, 90c., postpaid.

If you have not these books do not let the year pass without getting them.

E. L. KELLOGG & CO.,

61 East Ninth Street, New York

AN AGENT WANTED

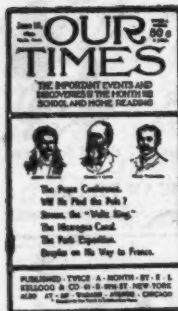
in every County and every City in the United States for Kellogg's Teachers' Libraries. Terms Liberal Write at once.

E. L. KELLOGG & CO., Publishers

61 E. 9th Street, New York.

OUR TIMES

A SEMI-MONTHLY MAGAZINE OF CURRENT EVENTS.



The plan of this paper is to give—

- (1) A clear, condensed, and impartial account of the Leading Events of the Month.
- (2) The important Inventions and Discoveries.
- (3) Interesting Geographical Material.
- (4) Answers to Questions of General Interest, relating to these and kindred matters.

It differs from a newspaper in that the news is thoroughly sifted and put in the briefest and most readable shape. It is what it professes to be, a paper of current history—history that will find its way into school text-books in a few years. OUR TIMES gives the history now, while throbbing with liveliest interest.

WHY IT IS A GOOD PAPER FOR THE SCHOOL:

1. Because it gives all the news of the month, in brief space, that is worth reading or remembering.
 2. It omits the worthless and harmful material—the murders, scandals, unimportant events, etc.
 3. It contains much material for the classes in geography, physics, chemistry, physiology, astronomy, civil government, etc.
 4. It helps to make pupils intelligent readers and thinkers.
 5. There is no waste material in it; every line may be used in some way.
 6. The busy teacher can use it to keep informed of the world's great events.
 7. It may be used for supplementary reading or as a text-book of current history.
- OUR TIMES is a success because it meets the desires of a very large number. During the past ten years it has been used in thousands of school-rooms, and its circulation has steadily risen until it is more than double any similar paper.

OUR TIMES is published twice a month, on the first and fifteenth. Subscribers tell us that for school use a semi-monthly is just right. Each number contains 20 pages, in magazine form with neat colored cover, nicely illustrated with portraits, maps, and pictures of leading inventions. **ONLY FIFTY CENTS A YEAR.** Club rates for two or more subscribers, FORTY CENTS EACH. Subscribers to our other periodicals are entitled to the club rate on their own subscription.

E. L. KELLOGG & CO., Educational Publishers,
61 East Ninth Street, NEW YORK.

NOTICE TO TEACHERS.

Applications will be received by the subscriber, at his office in San Juan, P. R., until August 1st, 1906, for Teachers and Instructors in the Normal and Industrial School at Fajardo.

- Principal, Salary, \$1500 per year.**
Professor of Mathematics, Physics, Chemistry.
Professor of Pedagogy, Spanish and English Grammar.
Professor of Biological Science, History, Geography.
Principal of Model School.

The salary of the above four teachers will be \$1000 each per year. It is required that all possess College or Normal School Diploma, and that all are familiar with the American School system and able to speak the Spanish Language.

- Instructor in Woodworking.**
Instructor in Ironworking.
Instructor in Shoemaking and Harness Making.
Instructor in Tailoring and Cutting.
Instructor in Agriculture and Horticulture.
Instructress in Fine Lace Work, Fine Needle Work, and Hat Weaving.

These instructors must be skilled workmen, capable of doing the finest work in their respective callings. Salary for Instructors, \$750 gold per annum.

GEO. G. GROFF,

Acting Commissioner of Education,
San Juan, P. R.

WE supply all the Publishers' School Books at Lowest Wholesale Prices

Our General Catalogue of School and College Text-Books, containing Net and Mailing Prices and a Telegraphic Code, mailed gratis on application to

The Baker & Taylor Co., Wholesale Books, 5-7 E. 16th St., New York.

The Floral Record

is a plant record arranged for analysis, description, and drawing. Most other plant records cost so much that teachers can not use them in their classes in botany. This little book contains all that is necessary, and is so low in price that the whole class can be supplied at a small cost. **Price, 15 cents.** Write for terms for introduction.

E. L. KELLOGG & CO., 61 East 9th Street, New York.



will do better work for a longer time, with less exertion, than any other writing machine. Thousands of satisfied users pronounce it....

Perfectly Simple and Simply Perfect.

Let it lighten your business burden.

ILLUSTRATED CATALOGUE FREE.

The Smith Premier is especially adapted to the "Touch System" of Typewriting.

The Smith Premier Typewriter Co.

SYRACUSE, N. Y.



New York University SCHOOL OF PEDAGOGY

Henry M. MacCracken, LL.D., Chancellor.

A graduate school of educational science. Courses are offered in History of Education, Physiological and Experimental Psychology, Analytical Psychology, History of Philosophy, Elements of Pedagogy, Physiological Pedagogics, Comparative Study of National School Systems, Aesthetics in Relation to Education, Genetic Psychology, Institutes of Pedagogy, Ethics, School Equipment and Organization, and Sociology in Relation to Education. These courses are closely correlated, and furnish thorough professional equipment for teachers wishing to fit themselves to become superintendents, principals, supervisors, and professors in Normal Schools and the pedagogical Departments of Colleges.

Scholarship advantages. Eleventh year begins Sept. 25. For catalogue and information address the Dean,

EDWARD R. SHAW, Ph.D.,

University Building, Washington Square,
NEW YORK CITY.